Mother—
Her Present Status

SIDONIE M. GRUENBERG

UNTIL very recently we had assumed that we had settled the status of woman with a constitutional amendment and supplementary legislation assuring her "rights." But at the moment her status is again in question. In Germany the new nationalism is driving woman back to the Kaiser's three K's—"Kinder, Kirche und Küche;" and in Montevideo the Pan-American Conference has been struggling with the issue of "equality."

We may not assume that opportunities for woman, in higher education, in the free choice of an occupation, in the professions, in economic independence from a particular male, are established as permanent merely because they are intrinsically "right." It is not alone the legalistic tradition, or the stubbornness of man clinging to prerogatives, that stands in the way of the new freedom. The feminist movement was obliged to insist upon equality of the sexes simply because the opposition had to be met with argument. Its leaders belittled homemaking and housekeeping, which had indeed been deprived of many of their former difficulties, as well as of their dignities. The extremists went further and minimized even child bearing and child rearing to the proportions of incidental tasks that could just as well be done on the side while the major energies of women, like those of men, were devoted to careers. Thus the liberation of woman exaggerated the value and importance of her outside work and disparaged the seriousness and difficulty of what was left of her traditional home tasks.

One of the results was to force on many women the necessity of doing a man's work and their own work besides. Women themselves were hardly aware that this was coming about; but it has finally created new problems and difficulties that cannot be ignored. For with all the labor-saving devices, with all the special services available from the outside, even with more and more of the mother's significant tasks transferred to special agencies and institutions, to experts and professionals, she still has some responsibilities that cannot be delegated, or even designated; she still has something to do at home.

In particular, it remains impossible to look upon child bearing and child rearing as casual incidents in life, even when the mother is helped and relieved by experts of all kinds. There is something fundamental in the relation of the mother to her children that permanently and unalterably distinguishes her from the father, and from the specialists who may come to her aid, aside from any theories or wishes or traditions. The woman with outside work and a satisfactory married life has considered her job secondary to her home in a subjective and spiritual sense. It may sound sentimental to say that her heart is where her treasure is; but her sentimental preoccupations may turn out to be quite as dynamic as anything she accomplishes with her "work."

Nor can parenthood be described as a "profession." In professional life, for example, there is a progressive deepening of interest in details and subtleties, a progressive absorption with an ever-narrowing range of subject matter. The tendency to specialize is one of the outstanding characteristics of modern professions. In the case of the mother, however, a continuous concern with the child or children involves a progressive *liberation* from details. It is a broadening process rather than a deepening one. As the children grow older, the problems which they present and the interests which they arouse change. Contrast this, for example, with the teacher who deals year after year with children of about the same age, and each year with a different group of children.

Furthermore, as the children grow older, the relationship between them and the parent also changes. Normally the children become less dependent and more mature, and eventually they stand on the footing

of equal adults. The parent, too, becomes less restricted in her movements. For the children impose upon the mother a mode of life related to their needs and to her own obligations and interests, but the result is a succession of phases of relatively short duration. And throughout the period of the children's development the mother has her own growth; her life expands as a person with individual cultural interests. Her activities on behalf of the children are constantly changing, not only in kind, but also in the amount of time and energy they demand.

One of the important aspects of changing conditions is the generally higher standard of child care. Related to this is the smaller family. There are certain advantages in having few children, for limited income may then provide more per child, limited time may serve each more amply. But hand in hand with these advantages comes an almost paradoxical loss, in that individuals in small families have correspondingly less opportunity to become acquainted with other human beings as represented by numerous brothers and sisters of nearly the same age, or in a series of ages.

Learning and Living

The activities of the modern mother, who is herself a product of a small family, are practically all *learned* activities, and apparently this must be increasingly so. It is not only that we are warned against depending upon our "instinct" to guide us; parents have less and less of the intimate experiences of their own childhood with their own brothers and sisters to prepare them for the care of children. Moreover the smaller dwelling on the one hand, and the wide scattering of smaller families on the other, leave the individual in his growing years fewer aunts and uncles and grandparents to learn to know and to learn from. As a result, acquaintance with the social and technical gains which today make possible higher standards of living comes to the individual largely as academic learning. The art of living must be acquired from living with people rather than from books, and it is an important part of the mother's task to furnish opportunities for such experiences.

In part the facilitating of family life must be furnished by the community's efforts, as, for example, in the case of standards of housing, of recreation, of health service and preventive medicine. Yet it is but slight exaggeration to say that each professional service that has become available to facilitate the work of the home remains unconcerned with the whole child, for, from the very nature of things, the specialist sees the child only in a special setting or a special relationship. But the mother, as has been repeatedly pointed out, has to live with the same child day in and day out, in all his moods, in sickness and health, over the stretch of years. Teachers come and go; the doctor or the camp counsellor, the music master or the playground director touches more or less impressively, but seldom for long. And day by day the mother is the guiding continuity through whom the child finds meaning in varied experiences.

It is not alone these outside influences and contacts that the mother has to coordinate. When her actual participation in the mechanics of the household is reduced to a minimum, she is still there, coordinating the emotions and the attitudes of the members of the family. With the father typically away from home a large part of the day, it is the mother (who may herself be going daily to an outside job) who interprets him to the children, and them, in turn to him. The intermediation of the mother often may be unskilful; but, as it is largely determined by her affections, it helps even so to lubricate the family. If fondness often makes her foolish, the same fondness may also soften the impacts of her follies.

It is she who cares about everybody and about every detail, and who helps the children discover the significance or unimportance of each bruise or slight the world imposes. She may not succeed in establishing perfect harmony, or in assuring each individual poise and self-confidence and a balanced outlook. But such unity as the family and its members attain is likely to be in large part the outcome of her influence; and this influence depends even more on caring and loving than on trained skill.

With Heart as Well as Mind

It is true that the mother can well profit from study and reflection upon her problems, she can learn from the experience and observations of others. In matters of knowledge scientific fact is better than tradition and hearsay. And yet it is largely through her own attitudes and her casual contacts that she exercises her influence. That is to say, this portion of her service is not to be measured by units of energy or hours of time. It is continuous even if, as usually happens, she sees each child but a short time each day, or if there are many separations.

In the early years of the parent education movement it was commonly assumed that the useful lessons which the specialists had to teach mothers might be profitably passed on to fathers also. In so far as these lessons have to do with broad conceptions, as to the psychology of the developing child, as to the problems of the family and the community, both parents may profit from them. But when we consider

the specific function of each parent in the family setting, we may suspect that each has something distinctive to contribute. The father normally maintains a more detached and objective view. We may perhaps rationalize this by saying that his daily work and responsibilities force him into this position; he has too much on his mind to give much attention to the details of the home or of the children's affairs. He cannot permit himself to become sentimental. The father does bring to the home not merely the "outside" view of the world; he is ordinarily more critical, more impersonal. Even where the mother is a better administrator of the family's practical affairs, the father is likely to be more concerned with long range plans. The fact remains that he is a different kind of person from the mother, and if we are not to apologize for the female of the species, neither need we apologize for the male.

From these fundamental differences between the mother and father there appear functions in the family life that give the mother something distinctive even when she is an active worker outside the home. Though there are no more socks to darn, there remain certain essential subjective tasks which are the mother's own. For she continues to care, and to exert herself accordingly, after the children have grown up. In some cases this means a fierce, possessive domination; but at best it means that so far as she is able, and as long as she can, she continues to guide and direct the lives that make up her family.

The Melodrama of Childhood

Children must somehow come to terms with their parents, before they can come to terms with their own destinies.

FLOYD DELL

MUCH as our parents would have liked to do for us in our childhood, there were some things they were obliged to let us do for ourselves; and one of these was the finding of a way to reconcile ourselves to the kind of parents we had —or seemed to have. There was no enlightened plan—any more than there is one now—by which our parents could become so perfect that the painful problem of reconciliation would not arise in our childhood lives. Indeed, the extent to which they may have seemed to us discouragingly perfect may have been the gravest obstacle to our reconciliation with them.

Those sadly imperfect or too frightfully perfect parents that we had were, to be sure, in some degree the products of our own childish imaginations —at any rate, they were not the same parents whom we can see as we look backward with socially mature understanding. But they were psychological realities, those imaginary parents of ours. They influenced our adult destinies in ways which we may have found out since then. I propose to consider here only the simplest and most general and most easily recognizable of these naive childhood notions of our parents from a little boy's point of view.

It is quite impossible to speak truly of a son's relation to one parent without bringing in the other parent, since these parents are viewed by the child in their relation to each other as well as to himself. Leaving aside the earlier aspects of this triangular family relationship, there comes an age when the little boy begins to apply to his parents the social criteria gained from his widening social life. A standard other than that of parental approval grows up in his mind. It is very important to him to feel at one with his social group in school and on the playground. And almost inevitably, sooner or later, he finds the standards of his social group in conflict in some respects with parental standards. These conflicts are not always of serious emotional importance; but they may lead to a painful choice between the loyalties that are felt toward the parents on the one hand and to the social group on the other. Moreover, in such a conflict, it is usually one parent or the other that represents the emotional obstacle to unity with the social group—and the boy's loyalty to the group is obscurely a siding with one parent against the other.

A little boy needs a sense of emotional security in his home. In our civilization, with its patriarchal traditions, the father is expected to make the living for the family and the mother is expected to devote her-

self to making the home comfortable for her husband and children. Any wilful deviation from this pattern may be felt by the child as neglect, and even the most necessitous parental deviation may be regarded as something for which one parent or the other must be blamed. Often enough, as a matter of fact, one parent does blame the other for any such deviation from the traditional pattern and the child is under an emotional obligation to take sides.

As Children See Them

Regardless of the more realistic view which we should now take of the individuals who were our parents, many of us who are now grown-up men have in childhood and adolescence dealt painfully in our secret hearts with the problem of having a parent of whom we were doubtful or ashamed. Since this symposium concerns mothers, let us consider the cases in which Mother was the "good" parent of the two, and then—more painful still—the cases in which she was the "bad" parent in our unhappy childish eyes.

If Father was the "bad" parent, it may have been because he gambled, got drunk, ran around with other women, or perhaps only because he lost his job and we were poor; or perhaps because he was a poetic and not very competent person, or an idealist who put his art or the service of humanity first and his family second. These cases, so different to our adult minds, are not very easily distinguishable to a small son. He feels sorry for his mother and ashamed of his father.

But, difficult as it may be, it is a little boy's task to find some reasons for admiring and respecting his father, or at least absolving him from blame. If he does not succeed in doing so, he may find himself becoming very painfully too much of a mamma's boy, too much of a sissy in the eyes of his playmates. But what can he do? A variety of things, depending upon his intelligence, energy and opportunities. He can, on behalf of a drunken father, learn to blame the social and economic system which tolerates or encourages the ruin of such fathers, and join usefully in the effort to change this sorry scheme of things. On behalf of an out-of-work father, he can similarly transfer his resentment to our economic system and help to mend or overthrow it. On behalf of an idealistic father, he can learn to value the heroic virtues above the domestic ones. All these are fortunate solutions of such a painful situation, though these solutions imply complicated sexual attitudes which will make adult happiness in love and marriage hard to achieve. Other solutions would be religious and monastic, a taking of refuge with an ideal Heavenly Father; or a repudiation of the merely actual father in favor of some man toward whom the normal filial attitudes could be maintained. On the other hand, the "bad" father could defiantly be accepted as a model, or imitated helplessly. Finally, there are ways open in all the realms of art in which a socially satisfactory compromise is possible between the principles of exuberance, gaiety and lawlessness represented by the "bad" father and the contrary principles of order and duty represented by the "good" mother.

But all the solutions enumerated above, in which there is some kind of reconciliation, actual or symbolic, with the "bad" father, involve some implicit or explicit criticism of the "good" mother, some assertion that domestic duty is not the be-all and end-all of masculine existence, some turning away from a merely mamma's boy attitude to a masculine and aggressive role in the outside world. Indeed, the happier outcome of the problem seems to require some synthesis of the "bad" paternal and "good" maternal points of view. And the boy who follows his "bad" father's example while remorsefully holding his "good" mother's view of such behavior may perhaps be regarded as wrecked by a conflict which under unfavorable circumstances he is not strong enough to solve in satisfactorily paradoxical terms.

More Real Than Reality

All these examples, which can be literally substantiated in biographical fact, are also even more widely true as pictures of the way many boys have *felt* about their parents, with perhaps only the slightest justification in fact, pictures exaggerated by their childish minds out of all due relation to realistic truth, but notions nevertheless which tormented them and which they dealt with in just such character-forming ways as have been described. They have acted *as if* this melodramatic parental situation were real. It was real in their minds, and though now they might laugh at the absurdity of such notions, the pattern of their adult lives has been shaped by that childhood and adolescent drama of a "bad" father and a "good" mother.

The advantage, such as it is, of having a "bad" father and a "good" mother lies in the fact that the situation can be partly thought about in conscious terms. A "bad" father can be criticized by a small boy; and so can a "good" mother be criticized. This last is perhaps very important. A "good" mother's "goodness" can be found fault with, its limitations can be recognized; her narrowness, bigotry, lack of vision can be castigated—she still remains "good." But the "bad" mother is open to no such easy filial criticism. Her "badness" must painfully be denied,

and if possible turned into a virtue. That, though difficult, is by no means impossible—especially since what seems to a small boy's tormented mind his mother's "badness" is often nothing of the sort from an intelligent adult point of view.

Her "badness" may be any deviation, wilful or necessitous, from the traditional pattern of devoted home-making. It may be an active interest in public affairs or in one of the arts, or an attempt to earn a living outside the home, which arouses in the mind of her small son the alarmed, messy, ashamed feeling of being neglected and deserted. It may be difficult for a small boy to distinguish between one kind of unfaithfulness and another which he does not think about in connection with his mother but which vaguely and obscurely colors the picture for him. His father may feel that way about it too, and the small son cannot help but reflect these feelings. As for the boy's father, under the influence of the patriarchal tradition, he may feel it is a reproach to his masculinity if his wife deviates from the domestic role for any reason. In so far as the small boy identifies himself with his father, he resents on his father's behalf the mother's desertion of her traditional feminine role.

If his mother really does have some extra-marital love affair, he may—unless and until an actual separation or divorce is announced—be deeply oblivious of it so far as his conscious mind is concerned, but will suffer from hints, glances or raised eyebrows as if he really knew what it signified in criticism of his mother. He can take his father's side in this real or imaginary situation, but at the cost of being in a permanently painful conflict about women, whom the rest of his life, he will wish were angels and fear to find harlots somewhat like Shakespeare's Hamlet; and perhaps he will be able to solve his lurid conflict, or at least state it, in terms of art.

Resolving Hidden Rivalries

He needs to accept or at least to forgive his mother. He can forgive her on terms comparable to those suggested above with respect to a "bad" father—by blaming society and seeking to reform it. He can accept her "badness" only by repudiating the patriarchal tradition and granting to womankind an independence equal to that of men. This means the surrender by himself of some ancient patriarchal privileges and duties as a male. In the fields both of social-economic effort and of the arts he can express his acceptance of woman's freedom. But he will scarcely allow himself to be aware that he had a "bad" mother; those sick childish miseries will have been buried in oblivion, and he will use some other woman as the heroine of that drama in his conscious mind as he grows up—or perhaps some fictional character, like "Tess" or "Magda." But the issue will be happier if, without letting himself know what the fuss is all about, he accepts his mother's "badness" and reconciles himself upon some terms with her. For underneath all, the problem is really an infantile one, concerning his mother's sexual relations with his father; it is her unfaithfulness to himself, her son, that he is tormented about—and the paramour of her guilt is his rival, the father. Her "badness" really comes down to that, and he had better accept it. That old, forgotten, infantile triangle—drama it is—lends its morbid strength to the later childhood and adolescent doubts of the mother's angelic purity.

Coming to Terms with Their Own Doubts

These childhood or adolescent doubts of the mother or father, though common enough, are not universal in the forms described, and are in large part the exacerbation and distortion by social and economic conditions of psychic growth-processes which can go on somewhat quietly and unobtrusively in the child's unconscious mind. But they serve, I think, to illustrate the need, in a time like ours, for *ideas* interpretive of social and economic conditions, for the guidance of childhood and adolescent youth. The patriarchal traditions of masculine and feminine responsibility, in conflict with actual economic and social facts, do promote uncertainty and fear and shame in children's minds. The world we live in is unstable enough, the security which at best the world can offer to childhood is doubtful enough, in all truth. We cannot fight these obscure psychic battles for our children, but we can perhaps see that there are at hand some good intellectual instruments with which they can help themselves in such struggles. Some of us are so fortunate as to live in social environments in which there is little encouragement of the more crass and individious kinds of patriarchal thinking; yet I do not think that any of us can insure against being thought of by our children as "bad" fathers or "bad" mothers in the way depicted here. But it makes little difference if our children are not strictly just to us; what is important is that they should be able to find reasons of some sort for respecting us, loving us, or at least forgiving us—for our imaginary as well as our real shortcomings.

Do we fancy that we know what our children think of us? When we read the books some of them write twenty-five years from now, we shall probably be very much surprised!

Mothers and Children

Having done with some of the traditional patterns in family living, we now find that our influence upon our children's lives demands a kind of self-realization that is the essence of emotional maturity.

ANNA W. M. WOLF

THE problem of successful motherhood means almost the same thing as winning through to victory over the native selfishness in us all. To care enough, but not too much, for our self-interest and individual claims, to be at peace with our own personality and yet to form deep and lasting attachments to others in spite of their other-ness, to have sympathy which really feels for others and respect for values outside of and different from our own—these are the very marks of emotional maturity.

Some of our achievements today lie in the more universal understanding of what things in parenthood are of real worth. Our growing recognition of the child's right to an individual existence is fundamental among these things and with this recognition has come a casting aside of certain of the shams and selfishness which once were regarded as manifestations of parental love. That we have today somewhat more knowledge and less pretense of certain sorts does not, however, make our problem necessarily easier. As we become aware of the more obvious stumbling blocks we may also be far less sure-footed in treading our own paths. For it is not enough to mark the spots at which others have failed; rather we shall profit by looking at their mistakes only in so far as we use these same mistakes as guide posts by which we can chart relatively secure ground.

We are now familiar enough perhaps with the particular kind of damage done to children by a certain excessive and possessive maternal love which binds a child by that silver cord which is never "loosed," so that even in adult years he exists in a state of perpetual bondage. Such emotion is, of course, not love at all, in its proper sense, but a steady and aggressive widening of the mother's sphere of influence in such a way as to make of the child a mere extension of herself, a "devouring" process by which the child has in reality no separate existence of his own. The sham character of such love is rarely apparent to its victim until it is too late. On the contrary, he grows up in the conviction that he is the unworthy son of a devoted and self-sacrificing mother; and whatever seeds of rebellion may begin to germinate within him are hastily put down by his conscience as ingratitude and disloyalty. The situation is still more complicated when the tie which not only binds but constricts is subtly woven so that its existence is not apparent and can become so only with great difficulty.

So much indeed has been said concerning this type of mother-child relationship that it has today an unfortunate tendency to become a catch-all which seems to permit every neurotic young adult to regard himself pityingly as a victim and his mother, by the force of her imprisoning love, as responsible for his troubles, whatever they may be. Even more unfortunately, it may suggest a formula by which one may be a mother without the complications of a close personal tie—the child should be fed and clothed and then left largely to his own devices to "find himself" and work out his own destiny. The "modern mother" (or what some choose to regard as such) is therefore determined to avoid at all cost the accusations which she makes against her own mother. Though often no less ego-centric, her selfishness masks itself so as to become again unrecognizable to herself, but none the less potent. Often unready and unprepared for motherhood, unsettled in all of her emotional adjustments, she deceives herself as to her own immaturity by the expedient of determining that at least she will liberate her child. He shall be "free" from the time he is born; she will make no demands upon him, for either love, gratitude or moral standards! Some day they will be "good friends." Meanwhile "independence" becomes the goal. He must shift for himself, and the sooner the better. He should feed himself at a year, bump his head without maternal sympathy soon after, take the responsibility for dressing himself with punctuality as soon as he is physically able to manipulate his clothing. Often he is expected to walk to school alone, even to navigate at traffic intersections, when he is five or six. There appears in place of real acceptance of the child's needs, and by

way of compensation for its lack, an intense intellectualization of the relationship, an over-plentiful formulation of good reasons for making the child "independent," which are far from the real reasons. Demonstrations of affection, except the most off-hand and casual, are often regarded as unwholesome, though such mothers may also say a little regretfully that they find themselves just naturally disinclined to a show of feeling, since they have suffered such an over-dose of loving from their own mothers.

Unconscious Motives

Such a drive to make children precociously independent is not prompted by conscious neglect but is often undertaken in a conscientious and determined manner, with thought and effort. These women believe that they are acting honestly in their children's interests and are frequently admired by frailer, less Spartan mothers who envy them this intrepid and positive approach. But looking a little deeper, we are apt to find that this whole attitude marks a rejection of the fundamental attributes and needs of childhood as completely as did the reverse pattern, albeit the coloring is different. It would appear that such mothers have not really wished for children, or that, believing they wished them, they have been unready to accept the emotional demands which the coming of a child must of necessity impose upon them, and in self-defense from their own immaturity have developed a theory which will not strain or reveal their own incapacities.

Sharply different at least in externals, yet equally destructive for the child's own sense of security, is the mother who overprotects at every turn. The child in these cases may, for example, start life with food problems, since the mother's intense anxiety for his health has caused her to hover over him and to coax him, until he is either chronically irritated at mealtime, or positively rebellious. Frequently she protects him from most contacts with other children, since they may either be rough and unmannerly, or cause him to appear at a disadvantage in some way. According to her personal interests and the traditions of her social group, she will either discourage him from roller skating, coasting and excursions with other boys in the fear that he will injure himself, or she will insist that these things be done under conditions made by herself and under close supervision. She is forever finding that his companions are "not quite the right sort" and persistently trying to substitute activities of her own choosing for those to which he is spontaneously attracted. As he gets older, she takes his side in conflict with other children and with his teachers, fights his battles, persuades him that her wishes for him are preferable to his wishes for himself. Then often enough, she wakes up suddenly to the fact that he appears less self-reliant than others of his age, that he is selfish, unpopular, unable to hold his own or to extricate himself from a difficulty; and, if the child is a boy, she is finally assailed by fearful doubts lest he may some day be unable to earn a living.

It is interesting that mothers so often get along with their subsequent children better than with the first, an observation which is often explained by pointing out that being more experienced, they "fuss" less with a second and third baby, "take them more easily." But in addition, we must add the factor of preparedness for the emotional experience of motherhood, its acceptance in the knowledge of what it entails, a knowledge which in the nature of things is more likely to be lacking at the time of the first pregnancy and birth. More mature herself by the time her second child is born, the mother has often arrived at a state of emotional equilibrium towards which she may have been struggling earlier. But until she has achieved some measure of inner serenity and poise, she has been under compulsion to conceal from herself her actual, if temporary, rejection of the first child as an intruder.

The child himself is too apt to become chronically irritable because of years of petty tyranny, upon which he may still be hopelessly dependent, no matter how much he disguises his weakness by gestures of independence. On the other hand, if he is of a different constitution, he may reject all authority and all caution equally senselessly, issuing his declaration of independence without either the experience, the self-control or the judgment necessary for success. Rarely does the child who is habitually overprotected emerge with the real integrity or the good will which make for a happy adjustment. Temperamentally he is querulous, "spoiled," torn continuously between his own frustrated urge toward self-hood and his habituation to an indulged state of dependence.

Tempering the Dominant Role

Even without selfish interest, it is difficult for some women to avoid a dominating role. There are certain forceful natures who, with the best of intentions and with real love for their children, naturally assume or are pushed into a role of leadership which they know not how to relinquish. Not only the children of such a woman, but her husband and her friends genuinely rejoice in her capacities and her magnetism, submitting themselves even against her wishes to her dominance. Often highly

articulate, her plans and her opinions compel attention and respect. How then is the growing child, sometimes with capacities ill-matched with hers or with a temperament more pliable than she might wish, to find his own wisdom, his own opinions, his self-chosen experiences? How is he to "think for himself" when his mother so obviously thinks better and more promptly at every turn?

Perhaps the most which can be said is that such women are fortunate if they can have large families, so that their power will fall with less concentration on any one child and so that their energies will find partial release and satisfaction in a repetition of the physical aspects of motherhood. They need, too, larger worlds to conquer than their homes and families. It is for them that the intellectual development of women and the opening to them of the doors of professional opportunity are a boon for more reasons than one. Their energies and their power need constant deflection, if they are not either to overwhelm less aggressive natures who chance to be close to them, or else cause unending clashes with offspring who may be endowed with a like capacity and will. Such a mother, when she possesses the insight to recognize the situation for what it is, will do well to help her children at critical points to a more or less complete separation from herself. School at some distance, travel under guidance other than hers, the opportunity to live for a time in a home of different mood and outlook, may come as a boon to the child's expanding personality. He is thereby granted breathing space, a chance to proceed at his own pace and under his own steam, to make mistakes and to correct them for himself, rather than being constantly "saved from his own foolishness" and compelled to admit his mother's superior wisdom.

The Voice of "Conscience"

But sound mother-child relationships demand more than a negative clipping of the wings of maternal power. There are, for instance, also women to whom a passive role comes all too easily, who are willing to accept the short end of the horn whether at work or in personal relationships, seeming never to resent being imposed upon, even actually to prefer the role of martyr. They are "easy" with their children, as with everyone, and a high spirited power-loving child rides roughshod over their lives. The difficulty is exaggerated if the father is equally indulgent, or if he is the type of infantile male who simply retires from the scene when an issue arises and whom the children know only as a playfellow at times when everyone is in a good humor. Parental demands, parental standards, in a word parental authority, need to be sensed by children if they are ever to develop their own standards and make those demands upon themselves which we have come to call conscience.

If from his earliest memories a child finds himself in a position of easy dominance, where any sort of ruthlessness is regarded with amused tolerance and selfishness with a shrug, if he never experiences those spontaneous and hearty resentments, hot off the griddle of real feeling, which should exist wherever the rights of others are violated, if the parent never censures, the child himself is deprived of his future means of self-censure. Conscience is in essence the voice of the parent incorporated and made one with our own being; and if the voice of the parent is never raised, that "inner voice" fails to be born.

Making the Most of Ourselves

The problem of mother and child, like all questions involving human relationships, is further complicated by the fact that the mother too is bound to act in accordance with the promptings of her own "inner voice," which she in her turn has carried over from childhood. There is indeed a tendency in psychiatric thinking which presents a consistently pessimistic picture in which every parent is so much the product of her own childhood that there seems little hope for those who are not "naturally" good mothers. The fallacy in this point of view is that few of us are so consistent or so clear-cut in our emotional drives as we look in a casual description.

In any such attempt as we are here making to analyze familiar difficulties, we tend to exaggerate the examples of different "types"—as the undemonstrative, the overprotective, the competent and aggressive, the passive. Each of us will put on the shoe that seems to fit; but fortunately for us and our children, we shall find that it pinches; none of us is completely and irrevocably patterned according to a single type. Each of us has possibilities for constructive living, and it is for the purpose of making the most of these that we must take the measure of our shortcomings.

This weighing of her own capacities is in some ways easier, in others perhaps more difficult, for the mother of today as compared with her predecessors. Women have been rather suddenly jerked out of their traditional position in society and confronted with a host of new adjustments and demands. Possibly this is why they make (or is it merely that they seem to make?) more mistakes in more different kinds of ways than did their grandmothers. They are still struggling to find themselves in both the new and the old

relationships. They must, it would seem, come to terms again with their biological role, if they are to be adequate and contented with both old tasks and new. One of the mistakes which women are still making is perhaps to feel that they can approach pregnancy and motherhood with that same attitude of competent objectivity which they bring to their other jobs. Motherhood is not a job. It is a relationship resulting from instinctive urges and physical experiences as deep as life, which in order to be vital, must be enjoyed first and foremost on this elemental level and quite secondarily approached through cold reason. Too many women who have gone to college, who have had jobs or "careers," assume that they can manage their marriage and their children with the same intelligent and businesslike competence with which they have managed these other affairs. "Being a mother is just another kind of profession," they have heard. And so they set up the same kinds of standards of efficiency, read all the books, know all about vitamines and "habit formation"—and suddenly emerge with a feeling of disappointment and defeat when their child's reactions do not conform to specifications. They got A's in college—why are they not getting A's in motherhood? They give themselves no elbow-room, no leeway, no margin for error and no allowance for deviation. Whatever there might have been of enjoyment is submerged in a wounded vanity and a sense of defeat, when they perceive that their children (like other people's children) fall short of perfection. *Their* children, they have felt, because of their own superior equipment for the task, should have been different.

It is perhaps futile to urge women to *enjoy* their children—to enjoy and surrender themselves first to the physical experiences of pregnancy and suckling, to the feel and smell and sounds of the baby and later to love him for the very impertinence with which he refuses to conform to "what the book says" or to the pattern of the child of their dreams. This is a state which depends upon a degree of emotional development, not upon knowledge or conviction. The main dilemma of parent education is that it too often attempts by a merely intellectual approach to cope with problems which rest largely upon feeling. Only the child who is aware that he has been welcome, who knows that, despite the standards she sets and the deprivations she imposes, there are no conditions in his mother's love for him, will really be secure enough in his own inner being to be able to go forth one day to meet life. The mother in turn must be secure enough in her belief in her own worth to become the source of both authority and love. Father as well as mother plays a fateful part in the destiny of children. At some points their roles are similar, at others quite different. Yet it is the mother's part which for the girl as well as for the boy remains primary. By virtue of her position as the first being whom the child has loved, the future personality will receive from her its most enduring color, and later dramas will take place against a background whereon this first and deepest of all experiences has left indelible marks.

A Mother's Day

First-hand reports point up the similarities, as well as the differences, in the daily round of many kinds of mothers.

ZILPHA CARRUTHERS FRANKLIN

"WHAT did I do today?" asks a woman poet in a magazine for women readers. She frames an answer in verse as compact and tidy as the home of which she sings—one stanza for the kitchen with its shining pots and pans and its geranium in the window, one for the nursery with its aired sheets, gaily painted walls and well-worn toys, one for the garden, with play yard and sand box, lilacs and rambler roses, and, at the end of the day and the poem, one for the lamp-lit living room with its books and darning basket before the fire. Through it all sound the patter of "toddling feet," and the retreating and returning footsteps of "my lover still." No matter how far our own lives may carry each of us in another direction, we can all conjure up some such idealized version of a mother's day. And we are inclined to think that when we diverge from it we are being modern. About a hundred years ago a "lady" summed up this traditional picture in a treatise entitled "A Mother and Her Work:"

"The mother is called by God to *labor* . . . . Money, social position, foreign philanthropic claims, however intrinsically important, confer upon her no privilege to neglect the watch and discipline of her little

ones, or entrust them to other fashioning, molding hands. . . She, who would do well the work assigned her, must shake hands with discomforts and sacrifices innumerable. She is not found at fashionable entertainment, for late evening hours will unfit her to rise betimes in the morning. She foregoes many social engagements lest they infringe on that hallowed hour when her little ones go to their repose. . . . The designing, directing, controlling hand and watchful, loving eye of the mother must be *always* there, upon and over all. If her course be a different one, does she not peril her own children's welfare?"

Yet in the same decade Mrs. Trollope's "Domestic Manners of the Americans" inveighed against American boarding houses where, the English woman declared, families were housed in order that the mother might indulge in idleness and neglect her husband and offspring. And an early social reformer deplored the fact that female factory hands started work so young that they never learned housewifery, and continued it so steadily after marriage and child bearing that they would never have had opportunity to practice "domestic capabilities" if they had learned them. During the same era, too, the "pioneer mother" was doing "man's work" in addition to being a mother and housewife—and was having no time to worry about its being "unwomanly."

First-Hand Evidence

THERE never was, or will be, a "mother's day," which in theory or practice fits all mothers' days. Today there is an increasing tendency to realize that generalizations are ready-made garments which have been so poorly sized that they fail to fit any flesh and blood human being. It seems more realistic to find out how different women actually spend their days—provided the evidence is taken with certain reservations.

In the first place, we must always allow for the discrepancy between living life and putting it down on paper. Other mothers will marvel somewhat incredulously, for instance, at the miraculous speed of a mother of three who writes in a recent magazine article: "I have a rigid program. I keep no maid. The rest of the family leaves the house at eight, and by half-past I am at my desk with the dishes washed, the beds made, and often the dinner dessert to my credit."

In the second place, "mother" covers a wide age range of childhood; it is almost as confusing to compare the mother of children under five with one whose children are in high school, as to compare the mother who brings up a family of five on an income of twenty-five dollars a week with one who rears two children on $20,000 a year.

And finally, we must remember how easy it is to stack the cards in favor of or against any particular kind of home management. The "born homemaker," like the poet quoted, sees the roses and the shiny pots and pans. The unwilling housewife sees the thorns and the dirty dishes. Stacking the cards one way or the other is most frequently apparent in comparisons between the home-staying mother and the mother with a career. If Johnny breaks his leg on the school slide, mother in her office will be held peculiarly responsible by those who think that "woman's place is in the home," though how her being at home (or shopping or playing bridge) could have prevented the accident is hard to see. It is just as hard to see why, on the other side, it should be assumed that a day at the office is bound to be so much more painless than a day at home. In one magazine* the "Out in the World" mother is depicted on a day enlivened wholly by such charming events as the following:

12:00-1:30—Lunch with national authority in her field, discussing his forthcoming book.
4:00-4:15—Gentle conversation with shy, aspiring author.
5:30-6:00—Help four-year-old undress. Read her a good night story. Husband home.
8:30-11:00—New play.

By way of contrast, the "Safe in Woman's Place" mother staggers through a nerve-wracking round in which the following are accepted as a matter of course:

5:30-6:00—Rise, bathe, dress, heat bottle.
8:45-9:30—Wash dishes, make beds, slick up living room, rescue four-year-old from (1) bumped head; (2) flower bed (John's tulips beyond rescue); (3) caterpillar.
3:30-4:15—Chat with neighbor who drops in. Make buttonholes, scold four-year-old who doesn't want to play in yard, pay garbage collector, write down recipe for Fruit Fluff, dispose of sewing machine salesman.
6:45-7:30—Dinner. Potatoes somewhat scorched. Mother tired, mussy and impatient. There seems to be nothing to talk about except daughter's behavior and son's stomach.

Life is not like that and comparisons are most odious—and pointless—when both the men are straw.

In order to see the points of similarity and of difference between the lives of various mothers without appearing to judge them, we may well follow Ernest

*Survey Graphic—Woman's Place Number, December 1, 1926.

Mowrer's* scheme of visualizing a community as made up of fairly definite family-type districts roughly defined by concentric circles. In the heart of the city are non-family, childless hotels, boarding houses, and kitchenette apartments, with which we are not concerned here. Next come the paternal family areas—"those of the proletariat and the immigrant. Here the husband is superior and superordinate in the home. The size of families is large. The interests of the wife are confined to the affairs of the home and the care of the children. This type of family is characteristic of the tenement areas and the immigrant colonies." Outside these are the equalitarian family areas, "those of middle and professional classes. Here there are children, though families tend to be small. There is the minimum of superordination and subordination in the relationship between husband and wife in these areas. The wife has interests outside the home, delegating the care of the children largely to a nurse-maid." On the outer ring of the metropolitan area are the maternal family areas of the commuter. "These are outlying districts characterized by single dwellings, typically bungalows, and by large yards. There are children here also. These areas are those, primarily, of the upper bourgeoisie. Here the wife tends naturally to become the head of the family, at least so far as neighborhood relations are concerned. For the husband is absent from home most of the time, since he is employed in the central business district. Any interest taken in the affairs of the community falls to the wife."

In towns and smaller cities these three types of family are also found. The patriarchal family lives "on the other side of the tracks," and the equalitarian and the maternal may tend to merge, with fewer professional mothers and with fathers who do not travel daily so completely out of the family picture. But Mowrer warns us not to take this schematic classification too literally; for "there are almost as wide variations within each type as between types."

As Necessity Dictates

THE days which follow, some quoted from published books and articles and others hitherto unpublished first-hand accounts, are individual "samples" rather than composites or types.

In the patriarchal family of the tenements the home-staying mother has no NRA code. She is hard pressed to spare the time for a night's sleep. One of these mothers once said, "No one could expect a mother to have patience *twenty-four* hours a day." She seems to be always on duty and here are some of the jobs she tries to fill:

The first thing in the morning (usually between 6 and 7) she starts the coal fire, and then she wakes the family. She hastily "puts on" the breakfast, and "puts up" one or two cots whose occupants may be busy at the sink washing or in one of the inside rooms dressing. Often she hurriedly darns a coat and runs down several flights of stairs to buy rolls and milk. The family breakfast next occupies her attention; but there are endless in-between demands—hair to be brushed here, buttons to be closed there, and possibly a few somewhat neglected ears to be rewashed. At 8:15 the father and children have all left for work or school; the house remains her domain.

Where to begin? She stacks the dishes in the sink and then rushes through the rooms, (all of which have probably been used as bedrooms during the night) to air the bed clothes out of the windows. Picking up—stockings, pajamas, towels, books—is done on the run. An hour or so after the family's departure she at last sits down to her own belated roll and cup of coffee. But not for long. She remembers that there is the wash to be soaked. That task attended to, she glances at the kitchen clock; it is already 10. Again putting on her coat, she starts forth for her day's marketing. She wanders through the streets stopping at various stores and pushcarts. Her purchases are usually small—a quarter pound of butter, 5 cents worth of onions, 2 of soup greens—for often her buying power is limited to the necessities of the day. Back home before 11, the beds are made, the washing hung out, and it is time to "put on" the children's lunch. And then the children must be served—some at 11:45, some much later, depending on the neighborhood school's program for the various grades. After lunch, more dishes. On some days she may go out to a park with the younger children, or to one of the local settlement mothers' groups for sewing, English, child study, or club meeting during the early part of the afternoon, or she may be obliged to go to a neighborhood clinic or answer a summons to visit the school. But on most days she darns, mends, or cleans. At about 3:15 the children return from school. She tries to take time to talk with them about their experiences, gives them something to eat and then sends them off to play on the street or to attend some children's group in the neighborhood. She herself is kept busy enough, what with supper preparations and all the countless small tasks that await her doing. By 6 or 6:30 her husband returns and the family supper occupies her with table setting, serving and dish washing. The children's home work concerns her now, or possibly a clean middie must be hastily ironed for the morrow. Then, if there is a radio in the home or the husband has brought home an evening paper, she may enjoy a bit of music or reading. Sometimes a relative or neighbor may drop

*Family Disorganization. By Ernest R. Mowrer. Univ. of Chicago Press, 1927, 317 pp.

in for a game of cards or to talk with her husband and she may offer the guest some hospitality in the form of tea and cookies. Some of the younger tenement house mothers go out now and then, but most are too weary at the end of the day. Many continue to do household tasks until the late hours, ironing, remaking garments, and so on, and so on. Getting ready for bed takes considerable time since most of the rooms must be converted into sleeping quarters. The children do not usually go to bed very early.

Few tenement house mothers have learned much about the value of organizing their day's work. As a result they do not know how to spare themselves in either time or energy. They seem almost to approximate perpetual motion and there is very little cooperative living or sharing of responsibilities with other family members. It seems to be assumed that the father tries to earn the family income, that the children are absorbed in their school work, jobs or other outside activities, and that the burden of running the household rests upon the shoulders of the mother alone.*

In the patriarchal family the father's superiority may not be questioned but his earning capacity is frequently so small that the mother has no choice but to work. If so her day may quite literally begin the night before: "A mother who is no longer employed reports that 'Sometimes I would wash and dress the children for school at night before they went to bed because I would be up and gone early in the morning.' "**

All in the Day's Work

Even if she does not have to resort to such extremes her morning begins with a rush.** She must "get the baby ready to take to the nursery or the home of a relative and sometimes she is obliged to do a little marketing before going to work. Her day in industry frequently begins at a quarter to 7 or 7 and it takes her at least ten or fifteen minutes to reach her place of employment. . . . The mother's noon period is too short for her to do more than hurry home and then back to work. If there is any marketing to be done at noon she stops at the corner store on her way home or sends one of the children.

"The interval between the mother's return and the supper hour also is too short to permit of any extensive housework. She frequently has to stop again at the grocery store on her way home and sometimes she starts to clean, or picks up her sewing or mending while supper is cooking. Although the children help with supper more frequently than with breakfast, it is probable that in most families the cooking is not begun until the mother reaches home at 6 o'clock or later. . . . Scrubbing, sweeping, dusting, putting things in order, laundry, mending—these are all evening tasks, as is also marketing, which means going to the corner grocery store and buying whatever is needed for the next meal, or with greater foresight and greater funds, for the next day.

"On Saturday afternoon and Sunday she cleans house, bathes the children and does the extra cooking. . . . After these week-end tasks are done she may manage to go to church, take a nap, or visit a neighbor. But the response of most to the query about recreation, repeated again and again, was that they 'had no time, that they never went out.' "

The Element of Choice

The equalitarian family area is the abiding place of most professional and "white collar" women who happen also to be parents, though a few of these live in suburban districts. The patriarchal family and the equalitarian family may, geographically speaking, be neighbors, but no matter how much they may rub elbows in the subway, the working mothers from the two groups are often most conscious of the contrasts, rather than the similarities, between their situations. The first major difference which tends to obliterate all lesser points is that equalitarian mothers have some choice—if not as to *whether* they will work, at least as to *where* they will work, at home or office. They do not work for the bread of family life, but for its butter—the enrichment of better schools, more cultural opportunities, summer camps and the like—and because they know how to do something they enjoy more than housework. The second major difference is that they can employ more adequate household help and patronize competently staffed schools and nursery schools. No one would pretend to minimize the world of difference between the lives of Mrs. A. with two children in all-day progressive schools and a maid in the kitchen, and Mrs. B. with four children between six and eleven in crowded public schools with short sessions that leave the children "on their own" many hours a day.

But some of the mental hazards all working mothers must face present not startling contrasts, but startling likenesses. Chiefly, there is the pressure of carrying two full jobs. Out of a hunded representative equalitarian families only eleven had more than two servants, thirty-one had two, forty-nine had one, and nine had none.* The equalitarian mother with two or three children and one servant cannot be a guest

*Based on work with mothers in study groups conducted by the Summer Play Schools of the Child Study Association.

**Mothers in Industry. By Gwendolyn S. Hughes. New Republic, 1925. 265 pp. (The second quotation has been somewhat condensed.)

*Marriage and Careers. By Virginia MacMakin Collier. Bureau of Vocational Information, 1926. 121 pp.

in her own house. Furthermore she is usually a thoroughly conscientious parent and she does not hold her job at the expense of her children—as witness one "typical" day in a family with a girl of seven and a boy of five.

"I take my pen in hand," writes Mrs. C., "at 11:45, the end of a perfect (?) day, to set it down for you:"

7:15-7:30—Up and dress, children play in bed while room warms.

7.30-7:45—Lay out children's clothes, supervise washing and help them start dressing; (father has to shave, so that he can lend only moral support.)

7:45-8:00—Plan meals for day, consult with housekeeper on day's plans (housework, meals, child care.)

8:00-8:30—Breakfast, family wraps on. (Allow five minutes extra for leggings and galoshes, mother and father helping a child apiece.)

8:30-8:45—Leave house, say good-bye to father at subway. (He goes further down town than mother.) Arrive at school, brief talk with teachers if possible so as to keep in touch with the school.

8:45-9:15—Marketing, subway, arrive at office.

While the mother is away the following things that affect the children happen:

12:30—Housekeeper calls at school and takes them home to lunch.

1:00-2:30—Lunch, rest. (Sometimes they still nap.)

2:30-4:30—Play in park with neighborhood group conducted by mother with nursery school experience. (On stormy days she takes them to her apartment.)

4:30-5:15—Wash hands, brush hair, etc., quiet play at home.

5:15-6:00—Mother home, children tell what they did today, mother reads aloud, or they sing and play music games at piano or play the phonograph; father home between 5:30 and 6:00.

6:00-6:30—Family meal—dinner for parents, simple supper for children. (This is not so "peaceful" for the grown-ups as getting the children "out of the way" before dining, but unless there are guests it seems advisable; it gives the family more time together and the housekeeper a longer evening.)

6:45-7:15—Children's bath and to bed.

7:15-7:30—Mother or father reads, lights out.

7:30-? —"Leisure."

About once a week there are guests, once a month a concert or theater; at least once a week (and, alas! seldom on the same evening) the parents must go to professional meetings, etc.; each sometimes has left-overs from the office to complete; often there are parents' meetings or other local community duties; the mother does all the family mending, makes the little girl's dresses, does "extra" cooking, (a birthday cake, a special dessert, a favored kind of jelly;) both parents try to keep up some music practice even if it is only two hours a week and to read some of the same books and magazines.

Mrs. C. adds that this is *not* a schedule but an ex post facto report. The only *scheduled* hours are rising, going to school, lunch and rest, play group, and bedtime. And she emphasizes that this is an easy day—the children weren't ill, the parents weren't late coming home, there were no guests for dinner, not even any untimely phone calls. The chief difficulty which she feels is that the peak hours of morning and evening are so brief and precious that even the least deviation from the usual procedure is likely to upset them out of all proportion; if son has misplaced his cap in the morning or if mother is twenty minutes late at night, it is hard not to exaggerate the feeling of pressure and of lost serenity. In times of really serious emergency such as the illness of one of the children or of the housekeeper, or even the approach of "merry" Christmas, or the advent of out of town guests who must be entertained, she finds herself pushed almost beyond the limits of human endurance.

But the woman who "lets herself in" for this sort of life, in preference to strict "homekeeping" is usually endowed with more than average physical health and emotional resiliency. Somehow she carries on, though she may have moments of wondering how—and why. In any case, emergencies come to everyone and should never be taken as the measure of life from day to day.

Staying at Home

But numerically such mothers will be found in only a small percentage of the equalitarian families. Most apartment house mothers are inclined to "make a profession of motherhood." (One questions Mowrer's statement that their children are largely in the hands of nurse-maids. As many city as suburban mothers probably do all or nearly all their child caring themselves.) What are the differences in the day's work for the other mothers in Mrs. C.'s apartment house who "stay home?"

Until after the marketing is done there are no differences at all. But when Mrs. C. gets into the subway, Mrs. D. goes home and sets her house in order.

She has no outside help except a laundress and cleaning woman one day a week. (Mr. D.'s income, like Mr. C.'s, may pay for rent, food, clothing and school. But it is the mother's earnings in the equalitarian homes that pay for a housekeeper and afternoon play group.) Mrs. D. spends parts of some mornings shopping and she and her friends usually belong to welfare organizations and study clubs which give them a potential range of interest from international peace to tap dancing. They do not take these activities lightly; the hours spent on such leisure interests are not idle. At noon Mrs. D. calls for the children. While they are resting she clears away lunch and starts dinner preparations. In the afternoon she goes to the park and spends two hours on a park bench, keeping an eye on the children, but also getting a chance to read, or sew, or rest, or exchange recipes and neighborhood gossip, depending on her own preferences, whom she happens to meet and the season of the year. After 5:30 when Mrs. C. is playing with her children Mrs. D. is preparing the evening meal; and after the children are in bed, there are dishes for her to do so that she is not free until 8 or after.

The advantages of her scheme of things, as compared to that of the professional mother, seem to be that she is free to be with her children for slightly longer hours, her program is more flexible in case of emergency, she can carry on a leisure interest, there are not so many domestic chores left over to do in the evening. The disadvantages seem to be that she must spend more hours either entirely alone, or with the not too stimulating companionship of the park, that the peak of her day's work comes around dinner time when the children are tired, and that, since her daily round is often more hum-drum than her husband's, it is frequently hard for them to enjoy the same evening diversions. If she has a child of pre-school age and she cannot afford a nursery school, the lack of stimulating companionship and the unavoidable concentration of a little child's needs become a major problem, affecting them both. The nursery school no longer needs explanation or apology as a part of our educational scheme, but even if it were no better than its early critics held—a mere "parking place"—it would still offer a much needed service to both mother and child.

Schedules and Routines

On the whole the apartment house mother's activities differ little from those of mothers in the maternal areas. Here is a mother with an infant and a child of two, living in a small city, who says, "As the quickest means of picturing my day, I take from my kitchen files a daily routine schedule which I was using last winter:"*

7:00-10:00—Janet's formula; dry and back to bed. Dress Robbie and myself. Get family breakfast. Eat breakfast. Start baby wash. Do breakfast dishes, then finish baby wash. Hang wash on line and take Robbie out with me. Janet's morning care. Cod liver oil and bath.

10:00-12:00—Janet's formula and cereal and dress for out-doors. Put Janet out-of-doors for nap. Wash and boil bottles and nipples and make formula. Make beds and do daily cleaning. Robbie's bath and lunch.

12 noon —Robbie to bed for nap.

12:00-1:15—My lunch. Do lunch dishes and any extra cleaning.

1:15-2:00—Rest and dress for afternoon.

2:00-2:30—Bring Janet in. Formula and vegetable. Sunbath and leave to play in crib.

2:30-6:30—Awaken Robbie, dress and out to play. Bring in wash, fold and put away. Bake, mend, and play with children. Supper preparation. Feed children and prepare for bed.

6:30—Both in bed and asleep.

7:00—Our dinner.

"Add to this a bit of social life, many telephone calls, a few hours of lost sleep, a study group, and a husband."

Between the mother on the level of bare subsistence —pushed hither and yon by her poverty, her dependence on "agencies," her own lack of experience— and this elaborately scheduled day, there are as many other variations as there are kinds of human beings. To mention but the two most obvious omissions, what of the farm mother (who occasionally has to give more attention to her flock of baby turkeys than to her children) and of the extremely wealthy mother (who conscientiously supervises a complex schedule not only for her own social and civic activities, but also for a governess and for children whose days are so full of "extras" that "a half hour with mother" becomes a special privilege)?

It is impossible to fit every family into the same mold. And it may be seriously questioned whether it is advisable to try. Is it not possible that the kind of routine recommended by "efficiency engineers" in home management—with not only every hour in the day, but also every week in the year scheduled—is putting the cart before the horse? Does it really mat-

(*Continued on page* 128.)

*From a paper by Mrs. James Wilson read at a Conference of the National Association for Nursery Education.

A Chronicle of Growth

The Child Study Association of America, as it celebrates its forty-fifth anniversary, reviews the changes which have come to parent education during its years of service.

MRS. EVERETT DEAN MARTIN

PARENT education is not new. As Mrs. Gans turns over to me the presidential helm of the Child Study Association of America we celebrate its forty-fifth year of active concern with a movement which has its roots still deeper in the past. Yet I look back over my own twenty years of participation in the Association's activities with an astonished recognition of the growth of the whole movement—and I see that in this period parent education has "arrived" in a new sense. Parents, during these last decades of challenging social change, have become not only aware of their need for further training "on the job," but also articulate in their search for this education.

Child study groups, parent-teacher organizations, university extension classes, books and magazine articles bear evidence of this. Even the radio is being used increasingly as a vehicle for parent education. Whereas the findings of science had formerly to be diluted for home consumption, now scientists are addressing themselves directly to parents. The recent White House Conference on Child Health and Protection was significant for parent education not only because it gave an opportunity to survey the movement as a whole, but also because of its recognition of the extent and importance and validity of such work.

What does it signify that parents everywhere are seeking new insight into the meanings of their parenthood? There seem to be among parents conscious stirrings of desire to find a way of life which will fill their need both of personal security and at the same time of integrity as members of a compact and complex social group. Is this new understanding of the parent-child relationship, in a sense, a spiritual appreciation of the social bond? Are parents who are seeking self-realization on the one hand, and on the other an orientation in relation to their children and families and to the ouside world, gradually shifting their emphasis from a mechanistic view of life to one which holds the quality of fellowship important? Are they recognizing parents as people? If so there is hope that they may be helping to make people of the children to whose development they have given such thought and care.

In the growth of the parent education movement the Child Study Association of America has played a conspicuous role. In a sense it has led the way, stimulating and challenging parents to an awakened interest. In another sense it has followed the lead of parents themselves, as their own articulated needs called for education. The history of the Association shows plainly these converging sources of its growth. (A brief summary of its progress appears on the following page.)

Throughout the years there have been changes of emphasis both in content and in the techniques of parent education as new needs and new scientific findings have developed. But basically the approach has remained one of dynamic rather than academic education. With the years it has become increasingly evident that the parents' searching was not for purely intellectual ideas, but rather for greater insight into their own as well as their children's needs. More and more the work of the Child Study Association has come to concern itself with relationships, both within the family and outside of it. Not the least of these is the relationship between the parent and the parent education leader.

Study groups have always been the core of the Association's activities and the richest source of its vitality. Growing, as they do, out of the actual needs of parents, they have continuously, over a long period of years, served these needs. They offer opportunity for parents and others concerned with children to keep in touch with the current contributions of the psychologist, the scientist and the educator, and to share the experiences of other group members as well as the knowledge and insight of the group leader.

The study group has sometimes served to reveal difficulties too deep-seated for group study to resolve. Parents whose problems in relation to their children require somewhat more intensive study or individual-

ized assistance are increasingly recognizing and acknowledging their need for expert help. It is to meet such needs that the Association has developed a Consultation Service, under the direction of a psychiatrist and a psychiatric social worker. This service is functioning more and more usefully as an indispensable adjunct to study group work.

A pressing need, as study groups have developed and expanded, has been that for trained leaders. The Association has continuously offered training to leaders through specially organized courses, through cooperation with other educational institutions, and through its own study groups which have served as centers for observation and training "on the job."

A further outgrowth of study group interests has been the work of the special committees of the Association. These committees, composed largely of study group members, serve a dual purpose: first, as projects in adult education for the benefit of the participating members, and, second, as needed evaluation, selection and organization of materials in their several subjects of interest: books for parents, books for children, periodicals, music, nature study, extra-curricular activities. (See "Projects in Parent Education," page 119.)

Of particular significance, during the past few years, has been the extension of study group work to groups not previously reached by the Association: the play school mothers' groups in settlement houses, and the negro groups organized in various communities.

Its forty-fifth anniversary sees the Association emerging from the pioneer period of the parent education movement. Its facilities are still strained to the utmost to meet the many and increasing demands upon its services—demands for its materials and its publications, demands for direct work with parents, demands from many allied fields and interests. The focusing of existing agencies upon parental needs, and the continuation of its own role as interpreter between the specialist and the parent, mark the present trends in all the Child Study Association's interests and activities.

We turn toward the coming years with an awareness of changing needs, of broadening and expanding opportunities. In a world seething with challenge to old concepts and traditions there is need for constant adjustment to new ways. Modern life has taken from parents many of their maxims and formulas, their final answers. They are no longer mentors to their children but guides and interpreters. They are coming to seek fundamental values not only in what they impart but in the attitudes they hold in their family relationships and in their relationship to others. Parenthood has taken on a new creative quality.

1888-1933
A Summary

The First Study Group was formed in 1888 when three mothers came together for study and discussion, under the inspiration and leadership of Dr. Felix Adler.

Five Mothers, in 1889, met weekly from October to May with a planned course of study.

The Society for the Study of Child Nature was organized in 1890, with a group now grown to thirty.

A Second Group, known as Chapter I, was formed in 1896 under the leadership of Mrs. Howard S. Gans, to study the problems of young children while the original group went on to a study of adolescence. Further groups were organized as the interest grew.

In Baltimore, in 1907, was organized a group from which have developed the many groups now comprising the Baltimore District of the Child Study Association.

The Federation for Child Study came into being in 1910. There were then fifteen study groups, and the increasing number necessitated this central organization, to pool resources, avoid duplication and foster general growth through shared lectures, conferences and committee work.

Throughout the Country an increasing number of study groups affiliated with the Federation for Child Study were formed—in Louisville, Cincinnati, Boston, Chicago, New Haven, New Orleans and other cities. Two affiliated groups were formed in Japan and London.

In Chicago, in 1916, a group was organized by the Association which has since become the very active Chicago Association for Child Study and Parent Education.

Committees on Parents' Bibliography, Reference Research, Children's Books, Schools and Music were

formed between 1908 and 1913, and these still continue to function, with the addition of committees on Nature Study, Art, Extra-curricular Activities, and Intercommunity Work.

The Summer Play Schools Committee was organized in 1917, and conducted its first Play School at Hudson Guild. Many such schools have since been organized under various auspices, affiliated with this Committee.

Outlines of Child Study, a manual for parents and teachers, prepared by the Federation for Child Study, was published by The Macmillan Company in 1922.

A Monthly Magazine began publication in 1923 as The Federation for Child Study Bulletin. The eight-page folded sheet has since developed into CHILD STUDY in its present form.

The Alice Morgenthau Ehrich Memorial Library—the first library devoted to literature for parents—was formally inaugurated in 1924.

The Child Study Association of America was incorported in 1924 and awarded a grant from the Spelman Fund for the extension of its work through the dissemination of its materials in its magazine and other publications, through leadership training, and through active cooperation with other agencies.

A Training Course for Leaders in Parent Education—the first of its kind, was conducted in 1924, by the Association in cooperation with Teachers College, Columbia University.

The First National Conference on Child Study and Parent Education was held under the Association's auspices in 1925 at the Waldorf Astoria Hotel in New York City, attended by fifteen hundred people, from thirty-three states. This was the forerunner of many parent education conferences throughout the country.

The National Council of Parent Education—Leaders in parent education were called together under the auspices of the Association in 1925, under a grant from the Spelman Fund. At this meeting the National Council of Parent Education was organized.

The First Radio Talk for parents was given in 1925, over the National Broadcasting Company's network. This has been followed continuously in weekly and semi-weekly broadcasts over this and other stations.

Guidance of Childhood and Youth, a companion volume to "Outlines of Child Study," was published in 1926 by The Macmillan Company.

At International Conferences the Association presented programs on parent education—Toronto, 1927, Locarno, 1927, Geneva, 1929, London, 1929, Elsinore, 1929, Nice, 1932, Frankfort, 1932.

A Consultation Service was inaugurated in 1928, to work more intensively with individual parents whose problems suggest a need for more specialized guidance than the study group offers.

Play School Extension was undertaken through a grant from the Julius Rosenwald Fund in 1929, for the purpose of stimulating other communities throughout the country in the organization of summer programs following the play school idea. The grant also made possible special field work training in parent education for home economics teachers and neighborhood social workers.

Our Children—A symposium by twenty-nine specialists in the field of child development and education, was prepared by the Association and published by The Viking Press in 1932, and is now in its second printing.

And Now—

238 members are registered in study groups at the Association's Headquarters.

117 study groups in 24 states and Canada are conducted by or affiliated with the Association, representing approximately 3,500 members.

211 Consultation Service interviews were given this year.

193 members are serving on 11 Committees of the Association. These committees publish book lists and directories, hold exhibits and sponsor special courses.

60,000 copies of CHILD STUDY were distributed this year throughout every state and territorial possession of the United States, and in 30 foreign countries.

6,000 pamphlets and other printed materials were distributed this year.

41,000 letters were sent out this year to every state in the Union and many foreign countries.

3,706 books, 3,539 periodicals and clippings are on file in the library.

1,486 books were loaned to individuals and groups this year.

76 lecturers addressed members of the Association this year at conferences and lectures under its auspices.

225 lectures were given in 106 communities by members of the staff and the Speakers' Bureau of the Association, addressing approximately 12,000 people.

59 radio talks have been broadcast during the past year.

1,090 clippings have been added to the press book.

17 Summer Play Schools are affiliated with the Association in New York City, the Board of Education furnishing 41 teachers.

Parents' Questions and Discussion

These pages, based on the foregoing articles, are presented for the use of individuals or of groups having this topic on their regular programs. Questions and discussion are taken from study group records.

STUDY GROUP DEPARTMENT

CÉCILE PILPEL, Director — JOSETTE FRANK, Editor

A mother who has been engaged in business is now, for the first time, remaining at home. She is shocked to find that her two children, three and five, will not accept her commands, but always refer them to the nurse for corroboration. How can the mother establish her authority?

This is a situation calling for both patience and tact. One can understand that the nurse's position has been that of the ultimate authority, since she has necessarily stood "in loco parentis." This mother must find ways of making herself really interesting to her children—which implies, also, interesting herself in their daily concerns of work and play. Along with this she can gradually take over the management of some parts of the children's daily routine. Not only in playing or reading with them, but in personally attending to the small everyday matters of dressing, washing and so on, the mother can make herself a functioning part of the children's lives.

In all of this the cooperation of the nurse is important. If, unfortunately, she is the kind of person who has felt a need for binding the children closely to her, and is unable to relinquish these ties she has made, then it may be necessary to change nurses, despite the difficulties such a change may present.

A six-year-old child whose mother goes to a daily job is frequently heard to envy those children whose mothers "stay home with them." Is her feeling of deprivation a matter for concern?

The grapes just over the fence always look better than the ones on this side! Quite possibly these other six-year-olds, if this child only knew it, envy her a mother who "does important things at an office." We need not take too seriously this six-year-old desire to have what others have. But neither can we dismiss the whole matter lightly without taking cognizance of the sources of this "wishing." The child whose mother is working outside the home misses the maternal interest in the little everyday happenings—whereas other children may be suffering from a surfeit of such interest. It is easy for the mother who is away from home to make up for the deprivation by showing real interest in the small things that have happened during her absence. By bringing home things, however trivial—a stamp, a picture card, a bit of gay ribbon—she can also give the child some indication that she has been in her thoughts during the day.

If there is a more deep-seated feeling of deprivation or resentment this will appear not just in verbal wishing but in other aspects of the child's behavior. It would certainly be wise to watch for overt signs of unhappiness, and if this seems indicated, to bend every effort toward filling the gaps of affection and security.

A mother, busy with household routine and the care and discipline of the children, fears that they will be more drawn to their father, because their contacts with him are always play contacts.

There seems to be some confusion in the feeling and practice of this mother. If she is fairly happy in the exercise of her function of homemaking, she ought to have many happy contacts with her children during the day. There is ample opportunity for the children to feel her loving care and interest. She tends their bumps and bruises and nurses them in times of illness. She devotes a few minutes here and there to admiring their small

achievements; helps them, perhaps, to replace a lost wheel on a truck or to mend a disastrous tear in the rag doll. All this in its pervasive emotional effects will probably be far more binding than the purely play contacts with the father. If, however, routine becomes a fetish, and discipline an outlet for scolding and nagging, then indeed the children may be alienated from the mother. Father and mother need not be rivals for their children's affection. An appreciation of each other's contribution to the children's happiness and welfare will make more certain the children's affection for each one of them.

The many cultural opportunities available to children today constitute a problem for one conscientious mother who has an outside job. Shall she plan in her very limited leisure time to take her children to concerts, museums and exhibits, or is it more important to use her leisure for restful and intimate home contacts?

If the children have special interests in one or other of the arts, or in science, we can delegate to others the task of taking them to places connected with these interests—the school or some less occupied person than the mother can do this adequately. It is only where such activities as visits to museums or other pursuits serve the purpose of bringing parent and child together in a joint enterprise, that they warrant this use of the parent's so limited leisure time. Children do want and need the occasional treat of "going places" and of seeing interesting things with their parents. But these will be the more enjoyed if they are done not as necessary or routine obligations, but as pleasures shared by a mother who has also made happy, leisurely contacts with her children at home.

A mother whose children are both nearly grown, is eager to accept an opportunity to go back to the work she left when she married. She knows, however, that this will mean the neglect of many personal touches which her family have learned to expect of her as "homemaker." Can she reconcile these conflicting needs?

The family will have to weigh the importance of these "personal touches" as against the validity of the mother's need for other forms of expression. Families have a way of taking the mother's contribution for granted, without questioning what she, as an individual, is getting out of the family life. It is well occasionally to challenge this attitude, to stir the other family members to an awareness of the mother as having other capacities which can only find expression outside of the home. Very often it will be found that responsibility for the "personal touches" can be shared by other members of the family, or even that some of them can be omitted without serious deprivation to anyone. Possibly, too, the family may be just as ready to be liberated from her concern for them as she is eager for other fields to conquer.

Two adolescent children are resentful when their father remains at home while their mother goes to work daily to earn the family's income. How can this aspect of today's economic strains be met?

Young people sometimes need, and can appreciate, a straightforward discussion of the situation in which the family finds itself. If it involves a discouraged father, then the sympathy of the children can be enlisted. If it is a weak father, whose difficulties are accentuated by the economic strain, he will have to be interpreted to the children. Perhaps it will be wise to call upon the assistance of some outside person who understands the psychic effects of unemployment on this particular father. In any case it is important that these adolescent children shall not merely "judge" but shall understand.

Children are, at a certain stage, most eager to conform to the standards around them; and the place of the father as wage-earner is a powerful tradition. They can accept the situation if they are helped to see all that is involved, and—what is most important—if the parents' attitudes toward one another are free of resentments.

How can one meet the challenge of many young people today who declare that they will not bring children into a world so insecure and unpredictable?

There are several factors which may be counted upon to affect these attitudes: time, which often alters the immediate situation that has called forth these reactions; and the maturing process, which brings with it a new focus and changing emphasis even toward unchanged situations. Then, too, there is the deep racial drive toward parenthood which is bound to be more potent than any intellectual philosophizing in the matter. Normally the question will take care of itself.

Sometimes, however, we find a powerful "set" against parenthood which has its roots in emotional difficulties for which the given explanation is only a cover. Sometimes there is an exaggerated self-love which dreads the demands a child will make upon

one, in time, money, self-control, physical drain, or the curtailment of freedom. There may be, too, a resistance to growing old, taking on adult responsibilities, having children to mark off the years. Again there is the man or woman who, as a result of an unhappy childhood, wishes to keep the remaining years of life in which to enjoy the happiness previously missed. In such cases, all discussion on a purely intellectual basis is fruitless until the underlying difficulties have been resolved.

STUDY MATERIAL: THE MOTHERS

TOPICAL OUTLINE

1. VARIOUS ASPECTS OF THE MOTHER'S TASK
   - The mother in the home with small children
   - Relationship with older children: "pal" or parent
   - The mother who combines a profession or job with household and parenthood
2. THE MOTHER AS A PERSON
   - The woman who is still more daughter than mother
   - The woman who is still more wife than mother
   - The true maternal type
   - Matriarchal mothers
   - The mother "on the shelf"—whose life ends at forty plus
3. MOTHER AND CHILD
   - The over-anxious mother
   - The clinging mother
   - Rejection of the child
4. CHANGING STATUS OF THE MOTHER
   - Academically trained women whose cultural talents demand expression
   - Mothers with capacity for earning
   - Professionally trained women who find themselves without domestic skill or training
   - Decreased home duties and responsibilities
     - Relegation of many household chores to outside agencies
     - Simplified housekeeping
     - Relegation of child management to outside groups, as nursery school and public health agencies

PROBLEMS FOR DISCUSSION

1. In discussing their later lives with a group of college girls would you emphasize:
   a) Motherhood as the important factor, with everything else subsidiary?
   b) A professional career around which the rest of her life is organized with marriage and motherhood as possible subsidiary factors?
   c) Marriage, with the development of cultural or other vocational interests that might, if necessity demanded, become a career?
   d) Other possibilities?

2. At forty-five, many mothers find their chief preoccupation with their growing families greatly diminished. Having given their strength and interest to their children up to this point, they find themselves unfitted for coping with hours of enforced leisure which are thrust upon them at this time. Is this situation unavoidable in our middle class families? How can it be guarded against? What compromises are necessary during the earlier years of marriage?

3. A young couple prefers to live on a social and economic scale which demands the financial contribution of both partners. Is this justifiable or should every family live on the scale which can be maintained by the husband alone?

4. The mother with a professional career must at the same time accept all responsibility for family and social life which a non-working mother maintains. How can this extra strain be lightened? What compromises must be arrived at in the home to keep it running smoothly?

5. Can a mother do full justice to the needs of the pre-school child if she has regular duties away from home? What possible advantages are there in this in her relationship to her children? Discuss the same question in regard to adolescent children.

REFERENCE READING

THE HOME AND THE CHILD: HOUSING, FURNISHING, MANAGEMENT, INCOME, CLOTHING
White House Conference. *Century.* 165 *pp.* 1931-32

MIDDLETOWN
By Robert S. and Helen M. Lynd. *Harcourt, Brace.* 550 *pp.* 1929

THE MOTHERS
By Robert Briffault. *Macmillan.* 319 *pp.* 1931

THE NERVOUS HOUSEWIFE
By Abraham Myerson. *Little, Brown.* 273 *pp.* 1926

OUR CHILDREN: A HANDBOOK FOR PARENTS
Edited by Dorothy Canfield Fisher and Sidonie Matsner Gruenberg. *Viking.* 384 *pp.* 1932

PROTECTION OF WOMEN AND CHILDREN IN SOVIET RUSSIA
By E. W. Field. *Dutton.* 241 *pp.* 1932

A SHORT HISTORY OF WOMEN
By John Langdon-Davies. *Viking.* 382 *pp.* 1927

THE WAY OF ALL WOMEN
By M. Esther Harding. *Longmans Green.* 335 *pp.* 1933

Projects in Parent Education

The special committees of the Child Study Association study and compile information in many fields related to parent education; fuller reports of the projects described on this page from month to month are available upon request.

IT was exactly twenty years ago that the Bibliography Committee of the Child Study Association first published "Books, A Selected List for Parents and Teachers." The date, 1914, on our first modest publication reminds us anew of the tremendous social and political upheaval through which we have lived in these two decades and suggests a sharp demarcation between our life and experiences prior to that fateful year and since.

As early as 1890 this Committee was functioning much as it does today. A group of six or seven women met in those early days to read and evaluate the few books then available which might shed light on the problems of child training and of parent-child relationships. This season, 1933-34, the Committee consists of thirty-five members. As the knowledge of child psychology has increased and the parent-education movement has taken root and flourished, the material published has also grown in quantity and quality to an amazing degree. The problem is not now, as it was in the nineties, to hunt out one or two books that might be of some value to the parent, but rather to select the most helpful books from the hundreds, good, bad and indifferent, that pour from the presses.

Though the scope of its work has broadened and the material increased, the Committee's critical standards and practical purposes have been maintained. Whether it has two books to consider or two hundred, in reviewing them critically the Committee members ask themselves much the same questions: Is the presentation scientifically sound? Is the treatment of the subject matter dignified and comprehensible? Does it present new knowledge not previously available? Does it clarify or add to existing material?

The personnel of the Committee is diverse in its qualifications since its ranks include those with professional interests in such fields as psychology, biology, physiology, and pedagogy, as well as parent educators—and, of course, "just parents." Most of its members are mothers, but not all. Some have young children, some are grandmothers. They represent almost as many shades of interest in child study as there are members of the group.

Each book received for review is read by two or more members of the Committee; their reviews are read at the semi-monthly meetings and the book is discussed by the whole Committee. This discussion is a most stimulating educational process for the individual members as is also the critical evaluation of the books reviewed. Out of the group thinking and discussion is born a group opinion and it is this opinion on which decisions are based as to the final disposition of each book considered. Committee members all have lively personal enthusiasms and interests which may color their individual opinions; but a final decision is never made which does not represent a considered majority agreement.

Titles, with descriptive paragraphs, of those books which are judged of sufficient importance and value are published in the general book list; others of specialized interest are listed for group leaders; still others are placed on the library shelves without further listing; the remainder are rejected as unsuitable for the use of parents.

Both for the value of the educational process to the individual members themselves, and for the service rendered to parents and teachers who have neither time, opportunity, nor the necessary qualifications to read and evaluate the hundreds of books—technical, scholarly, popular—that are published each year, the work of the Bibliography Committee has received wide recognition as a significant phase of parent education.

ELINOR G. LEEB
Chairman, Bibliography Committee

Book Reviews

Social Development in Young Children. By Susan Isaacs. Harcourt, Brace, 1933.

Susan Isaacs, head of the Malting House School, has gathered careful records of the behavior of her pupils over a period of three years (1924-27) and has published two books analyzing this material. The first, "Intellectual Growth of Young Children," appeared in 1930. The present volume covers the social development of this same group of children. A third is promised, presenting detailed studies of the individual pupils.

Here we have an honest picture of the behavior of normal, healthy young children in an atmosphere sufficiently free of taboos to permit expression of their true interests and emotions. These findings will not prove startlingly new to readers familiar with analytic psychology. But the evidence which this study brings to the support of psychiatric theory is especially convincing because it is drawn from the everyday lives of normal children rather than from case studies of the maladjusted personalities ordinarily seen by the psychiatrist.

The first part of Mrs. Isaacs' book is devoted to the presentation of observational data, grouped under the headings of a detailed outline. The material gathered in the school is supplemented at many points by records of the behavior of other children, quoted from the letters of parents and nurses who have written to the author for advice, or from published studies of young children.

The same topical outline is followed in the second section where the meaning and significance of the behavior described is discussed. This discussion is based on strict psychoanalytic interpretation, following Melanie Klein and the English child analysts rather than Anna Freud and the German school.

The study is concluded by a reconsideration of educational procedures in the home and school, in the light of these facts and theories. It is especially interesting in its plea against absolute freedom. Mrs. Isaacs feels that instead of avoiding the development of guilt feelings, such freedom tends to intensify them, leaving the child without help in the face of its phantasies and the terrifying threats of its super-ego. Her emphasis is, of course, on kindliness and understanding rather than severity and punishment, but the plea for control is none the less a strong one. Her specific advice relating to the management of the typical problems of infancy and early childhood is clear and helpful.

The study is unquestionably a valuable one, but it might well have been more readably presented. The segregation of the factual data and its explanation into two totally separate sections lessens the interest and tends to lengthen the text unnecessarily. It also necessitates considerable reference back and forth, an awkward procedure for the reader. Although the desire to differentiate fact and theory is admirable, this might have been accomplished without so wide a separation in space. Had each section of the outline in turn dealt first with the facts and then with their theoretic interpretation, both clarity and interest would have been gained. But despite these mechanical difficulties, this book is well worth the careful attention of all those seriously interested in the development of young children. H. G. S.

Homecoming. By Floyd Dell. Farrar and Rinehart. 368 pp. 1933.

In the conclusion of his book Mr. Dell wonders if he has told the story he meant to tell—"the story of a child who grew up." Whether or not the tale may have achieved what he wished for it, it is none the less an interesting experience for the reader to follow the developing mind and heart and fortunes of a sensitive and talented artist as seen through his own eyes. Even in this chaotic world Mr. Dell feels that he has gained "stability and continuity in his work and the same in his love life." His autobiography attempts to show how this came about, what were the influences in family, environment, ideas and people which finally unified the warring elements in his personality.

"I hope it will be understood," he says, "that I do not write my autobiography in the spirit of one who has lived a life so remarkable that it needs to have a book written about it, at least any more so than the next person's; my most remarkable feat is supporting a family, which lots of other people—somewhat to my amazement—have done. From my point of view, the remarkable thing about Floyd Dell is that he actually *could* do, and finally did do most of the things that other people do."

Amusingly enough we have here, though modern and unconventional, a success story with certain familiar elements, a poor family whose mother dreamed of a future for her youngest; cardboard soles and a potato diet; odd jobs of every sort with school and public library and socialist forums — havens and places of immense intellectual stimulus and activity. Then a dramatic moment when, happily married and well on the way to fame and fortune, that youngest was able to step in and save his mother's home for her. A success story perhaps, but with what a difference!

To those particularly interested in children and in family relationships the portions of the book which recall the author's own development, with its attendant difficulties, will strike an especially appealing note. Although the author is particularly interested in the psychological aspects of his growth into moral freedom "from the overwhelming domination of a good mother's love," he does not over-burden the narrative with psychological interpretation. By being allowed to share intimately his experiences we see how the girl-shy youth who suffers agonies of soul at the thought of treating his cousin to ice cream and through a long afternoon never summons the courage to ask her, becomes the man who is "tired of little love affairs, however beautiful, and whether giving three long days or three short years of happiness;" who wants to be married "for life."

It has been well said of Mr. Dell that he "has a somewhat exceptional sense of the decencies of civilized life" for with great delicacy and good taste he has achieved a full sharing of his own life without bringing embarrassment or distress to the many who were so intimate a part of it.

This is not only an unembarrassed but also a frank and witty tale. With ease and vividness it recalls people, places and events: the early days of the Friday Literary Review of the Chicago Evening Post, Greenwich Village before it became commercialized, the exciting beginnings of The Masses, and always friends and friends. In fact so many and so varied are the friendships and experiences that have filled the author's life, that one has to remind oneself that he is still only in his mid-forties. It is good in these days of exaltation of youth to have it said, "I have lost much [in growing up] but I dare to believe that I have gained something more beautiful than all I have lost."

It would be interesting to know if the man who, from rejecting marriage has become a champion of it, has changed equally in his religious and political beliefs. In Mr. Dell's next perhaps?

C. S. H.

Reading Aloud in the Family

IN a day when all our traditions are being challenged, when the institutions on which we have depended suddenly seem uncertain and temporary, we find ourselves seeking to re-establish within the family values that have long been crowded out by the demands of the world outside. We are rediscovering sources of pleasure and satisfaction in the simpler things—roller skating fills the need for "going places;" family croquet is substituted for the golf links; games and homemade parties are bringing us the realization that nothing in the way of elaborate amusement can replace the joy of shared experiences. In the same way we are discovering again the essential values to be found in family reading.

But does this good old family practice still have validity, even feasibility, in the busy, decentralized home of today? And if it *is* possible, and if it *is* valid, what does it offer that is worth maintaining?

In an effort to find answers to these questions, the Children's Book Committee of the Child Study Association sought the advice of Dr. John Lovejoy Elliott, a spiritual leader and teacher who, along with his deep understanding of human values to be found in family living, is himself a "teller of great stories."

Dr. Elliott emphasized the need for family reading as now greater than ever before. "In the current of flux and change of recent years," he said, "what has held the family together through all the strains to which it has been subjected? There have, of course, been several factors: economic interdependence, the deeply emotional nature of family ties and the cultural or civilizing influence that the family has always exerted on its own members.

"One of the greatest sources of family strength has been the unity which grows out of shared experiences, intellectual as well as emotional. The arts, great music, painting, literature, have played an important part in these experiences. But one art which has not been sufficiently cultivated in American families is the art of reading aloud. Home reading gives members of the family a common experience on a level that is more spiritual than, for instance, the eating of meals together.

"The family reading hour has left some of us with our brightest and most potent memories. What we remember is often the best literature we have ever

known. Out of my own experiences I remember best the Odyssey, the Iliad, parts of the Bible, great poems, especially those with epic or ballad form, biography with a story element, and historic discovery and exploration with all its deep excitement.

"Great literature has a story and a thread of adventure that will interest even the youngest child; it has form and therefore beauty; and it has the essence not only of human but also of social and moral values. I do not mean to say that family reading must be confined to the classics. There are fine adventure stories of modern times, books of recent events, and stories with humorous themes such as those of Mark Twain, which are both stimulating and appealing."

But, even when we agree with Dr. Elliott as to the desirability of home reading, many of us find ourselves at a loss for ways and means. Here Dr. Elliott suggests that "one cannot impose this practice upon the family. It must come naturally. Parents must approach family reading not as a duty, self-consciously, but as an opportunity for spontaneous happiness, which brings the family together—not just for gossip, not just for meals, not just for family 'business,' but for the happy sharing of a deep experience. And the center of all this must be the mother or father who has an interest which is spontaneous and genuine, withstanding the lure of outside distractions.

"We have relied for our children's entertainment on sources which are not motivated by cultural purposes. The persistent radio is in every home today. There should be in every home, too, a sense of the best that the arts have brought us through the ages. The radio, as yet, has largely failed us in this respect. It has unrealized possibilities for enriching family life. But the immediate need of the family is to offset what comes to it through the radio. We must develop the spiritual life of the individual and the cultural life of the family as distinct from the mass-minded world as it presses in from without.

"Moral educators have always recognized in the story a potent source of power for spiritual growth. What someone has said a thousand years ago may point a moral which might otherwise come too close home. By all means let us use the story as an instrument of teaching in the home, but let us be fearful also lest we abuse it.

"In these days of over-emphasis on the things of the modern world, we need also to keep our sense of the perspective of fundamental values. The new education and the new psychology have neglected the story in their enthusiasm for new techniques. But the literature of the world began with a story, and the story will survive, for it represents universal experience."

The conscientious mother, however, impressed by the modern educator's respect for differences in age interests, is often confronted with the need for finding on the family bookshelves a common denominator for big and little listeners. Dr. Elliott reassures us that while no story can be "all things to all men" yet each will find his own level of understanding in the story that is truly great.

He adds, however, that "it would be a mistake for any one family to model its reading upon that of any other family. The range of reading at home is almost unlimited. Genuine interest is contagious, and our choices will be guided by our own enthusiasms tempered with the sense of our intimate audience and its response."

Looking over this year's list of books for children we find that the needs of family reading aloud have been generously met. For the youngest listeners there is a collection of pleasantly realistic stories in *Told Under the Blue Umbrella.* For the slightly older child many old folk tales have re-appeared this year in handsome editions—notably *Andersen's Fairy Tales* strikingly illustrated by Elizabeth MacKinstry, and *The Arthur Rackham Fairy Book,* a collection of folk tales from many sources, in a beautiful volume exquisitely illustrated. For the adventure loving we have *The Desert Island Adventure Book,* the true adventures of famous castaways told in thrilling short stories. And what more delectable reading could we find for the whole family than the Farjeons' two books of amusing verse, *Kings and Queens,* and *Heroes and Heroines,* and the Benéts' sparkling *A Book of Americans.* Here is lusty ballad and fine poetry woven about characters the whole family will know. The poems will be enjoyed by the various family members on different levels, perhaps; but there will be fun enough for all. The year has been particularly fruitful of "read aloud" literature—it remains for us and our families to make the most of it.

CHILDREN'S BOOK COMMITTEE

BOOKS OF THE YEAR FOR CHILDREN » 1933

A Selection for Various Ages and Varied Tastes

Price, 10 cents

CHILD STUDY ASSOCIATION, 221 W. 57 ST., N.Y.C.

News and Notes

Forty-Fifth Anniversary Conference

With its Annual Conference on January 19 and 20, the Child Study Association marks the conclusion of its forty-fifth year. The occasion is not, however, so much one for looking back at the past as for looking forward to the immediate future. The Conference program on "The Family and Its Functions Today" is announced in detail on a following page. The topic itself was decided upon in response to a conspicuously increasing desire on the part of parents themselves to get a comprehensive view of the family as affected by social forces in the world at large.

Because of the complexity of the subject and the difficulty of covering its many phases within the time limits of a single conference, a procedure was needed which would give a clarified and coherent view without becoming either pedantic or alarmist. The Association therefore enlisted the cooperation of more than thirty specialists—in sociology, education, psychology, psychiatry, religious education, social work, economics and parent education. These men and women have met during the last two months in small groups to discuss the family in relation to social conditions, economics, education and ethics. These informal discussions, which have brought out some enlightening points of agreement as well as some lively controversies, form the basis for the presentations of the conference topic. From each of the discussion groups, representatives will present their conclusions and, what is perhaps even more important, their further questions. It is hoped that the conference may thus become an active discussion rather than a program of set "addresses."

National Congress of Parents and Teachers

As an experiment in adult education, the National Congress of Parents and Teachers will sponsor a series of broadcasts during the first three months of 1934. Mrs. Hugh Bradford, National President, will inaugurate the series on January 12 with a talk on "Aims and Ideals in Modern Life." For twelve consecutive weeks the program will be part of the National Radio Review conducted over the National Broadcasting Company's network each Friday from 3:30 to 4 o'clock, Eastern Standard Time.

The anniversary of the founding of the National Congress will be observed on February 17 with programs emphasizing the contribution of the parent-teacher movement to modern education. The organization began in 1897 in Washington, D. C., as the "National Congress of Mothers." To keep pace with its growth two changes in name have been necessary. In 1908 it became the "National Congress of Mothers and Parent-Teacher Associations" and in 1924 the present name was adopted. Now with a membership of approximately a million and a half in more than 20,000 local parent-teacher organizations, the National Congress of Parents and Teachers is preparing for its thirty-eighth annual convention to be held in Des Moines, Iowa, May 13 to 19.

Parents' Consultation Service in Minnesota

The Institute of Child Welfare at the University of Minnesota has recently organized a Parents' Consultation Service which makes available to parents and others responsible for the care and management of young children, the accumulated experience of research in child development. This service conforms to the general policy of the Institute in its eight years of existence of applying the findings of scientific study to the practical problems of child conduct as observed in young children in nursery schools, kindergartens or reported in study groups by parents of children of all ages.

Four types of assistance are available, with fees varying according to the service rendered. Advice will be given on difficulties which arise in parent-child relationships or in the child's adjustment to his social group. Even though the child may present no real problem his growth and needs will be checked if the parent desires. If a detailed study of the child is advisable in cases where adoption is being considered or retardation or advancement in school work are involved, a psychological examination, including mental tests, diagnostic tests and tests for special abilities will be made. Where complicating factors create a behavior situation which is puzzling, staff members are available for observing the child in the home. Finally, for those children who would benefit by group contacts or from observation by trained teachers, enrollment for a limited time in the Nursery

THE CHILD STUDY ASSOCIATION

announces

MUSIC IN THE HOME

A special series of 6 meetings for parents.

Emanuel Elston, Chairman

Tuesdays at 11 a. m.

Feb. 13th	Singing—The Singing Child Rose Jockwig
Feb. 20th	Significance of Rythmn and Dancing Doris S. Champlin
Feb. 27th	Measuring Musical Capacities—Encouraging Musical Talent Hazel M. Stanton
Mar. 6th	Use of Simple Instruments Eva Wachtell
Mar. 13th	Family Music Making Augustus Zanzig
Mar. 20th	The Piano and the Violin—Summary of the Series Emanuel Elston

The program is arranged throughout so that those who care to may participate actively in singing, dancing and the use of instruments.

Fees:	Members	$3.00
	Non-members	5.00
	Single Meeting	1.00

221 West 57 Street, New York City

School or Kindergarten of the Institute of Child Welfare may be suggested. A guidance group with a specially trained teacher in charge, for children who appear to offer particularly difficult problems in adjustment, is also available and the opportunity will be provided for parents of young children to observe the technique of teachers in this group.

National Conference on NegroEducation

The first step toward the National Conference on the Education of Negroes to be held in the spring of 1934 was taken on December 2 when a planning committee formed by the Federal Office of Education met in Washington. Representative men and women in education, social welfare, agriculture, industry, business and religion are serving on this committee which will help to make plans, formulate policies and submit suggestions for the arrangement and conduct of the National Conference as well as to integrate the work of a number of smaller research committees. The proposed conference will consider some of the special problems arising in Negro education, and assist in synthesizing and coordinating their various education activities and agencies so as to relate them to the life needs of those they serve. Dr. Ambrose Caliver, specialist in the education of Negroes in the Federal Office of Education, will direct the conference and Dr. George F. Zook, United States Commissioner of Education, will act as chairman.

Annual Child Labor Day

Following its custom of nearly thirty years, the National Child Labor Committee has designated the week-end of January 27 to 29 as the period for the observance of Child Labor Day. Although the new industrial codes have released 100,000 children under sixteen years from industry and 30,000 more from sixteen to eighteen years from specially hazardous work, the Committee points out there are still approximately 240,000 children under sixteen working in occupations not covered by codes, such as industrialized agriculture, street trades and domestic service. Furthermore, the Committee predicts that unless the Federal Child Labor Amendment is ratified by 1935 when the industrial codes expire, a return to previous conditions of exploitation is inevitable. A list of prominent Americans who have endorsed the Child Labor Amendment recently published by the Committee includes Mrs. Franklin D. Roosevelt, Secretary of Labor Perkins, Governors Lehman, Pinchot, Ely and Landon, Senators Wagner and Capper and many other leaders in the fields of education, religion and social welfare. Among national organizations

(*Continued on page* 127)

CHILD STUDY ASSOCIATION OF AMERICA

FORTY-FIFTH ANNIVERSARY CONFERENCE

January 19th and 20th, 1934

HOTEL PENNSYLVANIA, NEW YORK

THE FAMILY AND ITS FUNCTIONS TODAY

Changes in Modern Society — A Challenge to Parental Interest

FRIDAY MORNING, 10:00 A.M.

Parents and Children in a Changing Society

Sidonie M. Gruenberg, Chairman

Nels Anderson — Carter Goodrich
Edmund de S. Brunner — John Levy, M.D.
Harold F. Clark — Harry L. Lurie
Theresa Wolfson

FRIDAY EVENING, 7:30 P.M.

Dinner Meeting

Mrs. Everett Dean Martin, Presiding

John Lovejoy Elliott, Chairman
Frank Aydelotte
Bernard Glueck, M.D.

FRIDAY AFTERNOON, 2:30 P.M.

Education Reconsiders Its Aims

Harold Rugg, Chairman

Thomas Alexander — Paul Klapper
Willard W. Beatty — R. Bruce Raup
Harry M. Tiebout, M.D.
Benjamin C. Gruenberg, Summary

SATURDAY MORNING, 10:00 A.M.

Moralities in a Time of Change

Arthur L. Swift, Jr., Chairman

Harold C. Coffman — Cécile Pilpel
Paul H. Furfey — Caroline B. Zachry
Everett Dean Martin, Summary

REGISTRATION

Admission to Three Sessions: Members, upon presentation of membership card, $1.00. Non-members, $1.50.
Single Admission: Members, upon presentation of membership card, $.50. Non-members, $.75.
Dinner Reservations: $2.75.

CONFERENCE WEEK AT HEADQUARTERS

Study groups, lectures, committee meetings and the library will be open to visitors for observation during the week of January fifteenth.

Tea will be served Thursday, the eighteenth, at four o'clock.

A complete schedule will be furnished on request. To facilitate arrangements for the visits and the tea, please notify Headquarters in advance.

In the Magazines

Art in the New School. Childhood Education, December 1933.
Child Art in the Franz Cizek School in Vienna. By Clara Reynolds.

A report of a famous teacher's lectures interpreting children's aspirations in their drawings.

Fine and Industrial Arts in the Life of the Child. By M. Madilene Veverka.

The value of art study for children lies in the opportunity it affords for self-expression as well as acquainting them with materials and processes.

Principles and Procedures in Handwork Activities. By Ella Victoria Dobbs.

Whether handcrafts are regarded as pure recreation or an essential part of education, the teacher should be completely familiar with tools and materials.

Bibliography. By Estelle Hayden.

A useful guide to books on art teaching.

Education for What? By Lyman Bryson. Survey Graphic, December 1933.

A critical estimate of the role of educators in preparing young people for an enlightened reorganization of society; the validity of the teacher's concept of social change and the possibility and advisability of using education as an instrument of social control.

The Price of a Good Time. By George K. Pratt. Survey Graphic, December 1933.

The price of our pre-depression "good time" has been economic and emotional insecurity which shows itself in a psychological veneer of cynicism. In its place must come "real security rooted in emotional maturity" and "the realization that our own fate is inseparable from that of our neighbor."

Why College? Why Colleges? By I. M. Rubinow. Occupations, December 1933.

A vocation is the most potent single influence in an individual's life and wise guidance toward a proper choice is the most important, although the most neglected, function of a college.

The Guidance of Youth in the Colleges. By Karl M. Cowdery. Occupations, December 1933.

An answer to the foregoing article. All college teaching is to some extent vocational guidance and every one on the staff, from the president down, is engaged in a form of personnel work.

How the Young Child Learns. By Lois Hayden Meek and Catherine Brackett. The Parents Magazine, December 1933.

How small children may be trained to act independently and attack their own problems.

Is Your Child a Success at School? By Jane F. Culbert. The Parents Magazine, December 1933.

Standards by which a child's progress at school should be measured. In addition to grasping the subjects studied, he should develop the ability to use this information, form good work habits and sound social relationships. Ways of cooperating with the school are suggested.

When Your Daughter Approaches the Teens. By Emily V. Clapp. The Parents Magazine, December 1933.

Suggestions for handling the delicate problem of explaining physical changes to an adolescent girl.

The Homework Bugbear. By Janet G. Sligh. Child Welfare, December 1933.

A teacher opposes homework for the first five grades and assigns some to the mother, such as seeing that her children get to school promptly and in good health and that they have no pressing appointments after school.

The Fetters of Fear. By E. A. Hamilton-Pearson. The New Era. December 1933.

The native curiosity of children toward life may be stunted by fear deliberately created by their elders. The well known bogey threat to insure obedience, the abuse of emotional attachments by threatening to sever them and fear suggested as protection from inexperience are some of the adult-created fears of children.

Mental Hygiene and Education. By Kenneth E. Appel, M.D. Child Welfare, January 1934.

The purpose of education is twofold, to learn the nature of the world in its physical and in its social aspects. The first, a mechanical process involving the learning of facts has, in the past, been over-emphasized by parents and teachers. The second aspect of education, the training for social adaptation, which is the province of mental hygiene, has not been sufficiently emphasized although it is the most practical and valuable training for the child. The suggestion is made that there be closer cooperation between school and home in order to teach children most effectively how to live constructively and happily.

News and Notes

(*Continued from page* 124)

working for its ratification are the American Association of University Women, the American Home Economics Association, the General Federation of Women's Clubs, the National Congress of Parents and Teachers, the National Council of Jewish Women, the National Education Association and the National League of Women Voters. Individuals or organizations desiring material for use in preparing a Child Labor Day program may secure it free of charge from the National Child Labor Committee, 419 Fourth Avenue, New York City.

Children's Book Conference

Children's books with an American background held an important place in the program of the Conference on Children's Books held at Association Headquarters on December 5. Dr. A. S. W. Rosenbach, the noted collector of old books, spoke on the change in character of children's books in America, from the sternly moralistic volumes of the Puritan period down to the imaginative tales of the early years of the Republic. The first children's books printed in America, he said, were chosen by New England divines "not for the delight, but the torture of children." The books of Isaiah Thomas and later publishers, however, have given us such still familiar classics as "Tom Thumb," "Goody Two Shoes" and the stories of Defoe. National traditions were also the theme of the poems from "A Book of Americans" read by the authors, Rosemary and Stephen Vincent Benét. This volume of sketches in verse tells of both familiar and less well known figures with a humor and pathos which made as strong an appeal to the audience as it makes to the younger readers to whom it is primarily addressed. Departing from the purely national aspect of children's books, Mary Gould Davis, chief story teller of the Public Library in New York, stressed the literary value of folklore and fairy tales. She emphasized the importance of giving to children literature which appeals to them now and which they will remember with affection as adults. Discounting the concern of parents that children may be influenced adversely by the unethical actions of characters in these tales, Miss Davis emphasized her belief that they recognize the literary qualities of folk tales, just as adults do, without any notion of applying them as moral standards in their own lives. Mrs. Hugh Grant Straus, Chairman of the Children's Book Committee which sponsored this meeting and the exhibit of children's books which it inaugurated, introduced the speakers.

LILLIPUT

A camp for 4 to 11 year olds

A lovely, rambling house in ideal surroundings within a few hours of New York City. The entire staff is trained and experienced in the care and guidance of young children. Resident physician, trained nurse. Enrolment limited to 40 to permit individual attention. Highly endorsed by parents and educators. Booklet upon request.

Anne Josephson, Telephone, RAymond 9-4145
1880 University Avenue, New York City

CAMP MIRAMICHI

IN THE ADIRONDACKS

ESTABLISHED 1915

HEALTHFUL, happy days of doing what you already like and adding new skills and capacities for enjoyment. Sympathetic and capable councillors to assist and guide, whether it be a new stroke in swimming or a step in growth expressed at "Poets' Corner."

Director, ELEANOR DEMING

45 Gramercy Park North - New York City

GRamercy 5-0722

Sell CHILD STUDY Subscriptions

A Threefold Service—
to parents who need and want its help
to your own or your group finances
to the magazine and its advertisers

Liberal Agents' Commissions—For information write

CHILD STUDY ASSOCIATION
221 WEST 57 STREET, NEW YORK, N. Y.

FRIENDSHIP FARM
near Danbury, Conn.

A summer play school and camp for small children. Guided play activities to stimulate the creative impulses and develop both individual initiative and social cooperation. Continuous attention to every detail of the physical welfare of each child.

Recommended by John B. Watson, Everett Dean Martin, Fola Lafollette, Margaret Naumburg and Vivian Thayer

MRS. HORACE M. KALLEN, *Director*
417 West 120th Street, New York City
Telephone: MOnument 2-3777

FOUR NEW LISTS

What to do out of school hours

Extra-Curricular Facilities in New York City

Arts, crafts, dramatics, dancing, music, nature study—a critical guide to places where such work is being done, together with an introduction setting forth the need and varied benefits of outside interests.
Price 15 cents

Guides to parents' reading

Books—A Selected List for Parents and Teachers 1933 Supplement

The year's best books, briefly annotated, to bring the Association's complete list up-to-date.
Price of Supplement—10 cents
Price of complete list with Supplements—35 cents

A Parent's Book Shelf

A brief list of outstanding books which gives a cross section of the best literature in parent education, covering a wide range of age levels and discussing questions as varied as infant feeding and vocational guidance.
Price 5 cents

Guide to children's reading

Books of the Year for Children

The annual survey of the year's output, with descriptive notes and suggestions as to suitability for various ages.
Price 10 cents

CHILD STUDY ASSOCIATION
221 West 57 Street New York, N. Y.

A Mother's Day

ZILPHA CARRUTHERS FRANKLIN

(*Continued from page* 112)

ter if the beds are made at 10:30 or so instead of exactly at 9:15—or even if the baby's airing is not always at the same time or for exactly the same number of hours and minutes? Measuring homemaking by the techniques developed in industry may be helpful in clarifying a certain side of the homemaker's problem.* But it becomes extremely misleading if in the endeavor to run an efficient home the means become more important than the ends.

Wherever she happens to spend her working hours —in factory, office, or home,—the mother of a family (leaving out of consideration the exceptional woman who, through inclination and the means to indulge it, delegates her maternal responsibilities to others) still remains one of the busiest people in the world. For the vast majority it continues to be true that "woman's work is never done." What wonder that the "new leisure" sounds to many a mother like a joke out of the funny papers? Whatever happens in the outside world, however much her own contacts with it increase, she must still manage a multitude of things and processes that center in the home, a mass of detail which no one but herself can compass. But her emphasis is not so much on things as it is on services. The values she must find and cherish and preserve are not intrinsic in the things and processes themselves. Her values must be measured in human terms—in the worth of each meal prepared and each room dusted, of each song sung and story told, of each outside contact and of each "career"—to her children, to her husband and to herself.

*See The Home-Maker and Her Job. By Lillian M. Gilbreth. Appleton, 1927, 155 pp.

EFFECTIVE PRINTING
for all purposes

A LONG and varied experience with civic, charitable, educational and social service organization work qualifies us to render prompt and efficient service.

MAIL AND EXPRESS PRINTING CO., Inc.
160 Varick Street, New York » WAlker 5-0580

The Editors' Page

THE word health is cognate with hale; and hale in origin means whole. The Middle English *helen* and Anglo-Saxon *haelan* meant to make whole. To be hale and hearty today suggests not merely a state of physical activity but also a personality type. Hearty goes back to the idea of that which quivers or throbs or jumps. Health thus yields a sense of dynamic wholeness. It is more than a matter of being whole. It has a positive value and is beyond the negative idea of an absence of disease. Health applies to man as a unity, though also applying specifically to any part of him. Thus John may enjoy excellent health and still have decayed molars, myopia, or pronated feet.

HEARTINESS as a factor in laughter links health with personality. Personality characterizes persons. A *persona* was the mask worn in ancient times by an actor whose voice sounded through its large mouth. Man's personality is the sound of his soul. Sound, as an adjective, still means healthy. Man's personality reflects the totality of his health—though at times it reflects localized departures from normal structure or function.

HEALTH is not a thing apart but one aspect of personality. It is an entity not clearly defined—a state of being that is symptomatic of man's adaptation to life in terms of total personality. This concept leads to questions that are applicable to health and personality. Does good health cause a fine personality? Does a fine personality promote good health? Are health and personality by-products of living or goals of life? Are both conditioned by the same internal and external factors? Are they equally causes and effects? Is there a parallel between the evolution, growth, maturity and decline of health and personality? What constitute reliable standards and measures of health and personality?

DO WE not revert to ideas of adaptation in living, with health having primary reference to self and physical survival values, while personality has primary reference to others and the potentials of social survival? Thus health and personality are developments of organismic adaptation in the totality of living. In any single moment we merely glimpse in an individual what the entire past has effected to enable him to meet the needs of his future.

Ira S. Wile

CHILD STUDY

A JOURNAL OF PARENT EDUCATION

VOL. XI FEBRUARY, 1934 No. 5

FIFTEEN CENTS THE COPY ONE DOLLAR THE YEAR

HEALTH AND PERSONALITY

THE EDITORS' PAGE 129

THE PHYSICAL BASIS OF PERSONALITY . . 131

PSYCHOLOGICAL BY-PRODUCTS OF HEALTH EDUCATION 135

WELL BALANCED HEALTH TRAINING . . . 138

CHILD TRAINING AND HEALTH EDUCATION . 139

WHEN HOME AND SCHOOL COOPERATE . . 141

ADOLESCENT ADJUSTMENTS 143

PARENTS' QUESTIONS AND DISCUSSION . . 146

BOOK REVIEWS 149

PROJECTS IN PARENT EDUCATION . . . 151

IN THE MAGAZINES 152

NEWS AND NOTES 153

REFERENCE BOOKS FOR YOUNG PEOPLE . . 156

IRA S. WILE, M.D.: *Associate in Pediatrics, Mt. Sinai Hospital, New York.*

LAWRENCE S. KUBIE, M.D.: *Department of Neurology of the College of Physicians and Surgeons, Columbia University; New York Psychoanalytic Institute.*

RUTH BRICKNER, M.D.: *Consultation Service, Child Study Association.*

HERMAN N. BUNDESEN, M.D.: *President, Board of Health, Chicago, Illinois.*

BRUCE B. ROBINSON, M.D.: *Director, Department of Child Guidance, Newark Public Schools, New Jersey.*

ANETTE M. PHELAN: *Staff Associate, National Society for the Prevention of Blindness; Instructor in Health Education, Teachers College, Columbia University.*

DOUGLAS A. THOM, M.D.: *Director, Habit Clinic for Child Guidance, Boston, Mass.*

EDITORIAL BOARD

ZILPHA CARRUTHERS FRANKLIN, Managing Editor
JOSETTE FRANK
SIDONIE MATSNER GRUENBERG
MARION M. MILLER
CÉCILE PILPEL
CORA FLUSSER, Advertising Manager

THE FORECAST FOR MARCH: SUMMER ACTIVITIES: EDITORIAL—WILLIAM H. KILPATRICK: RECENT TRENDS IN SUMMER ACTIVITIES—LE ROY E. BOWMAN: RELIGIOUS PROJECTS IN THE SUMMER TIME—MARGARET E. FORSYTH: PSYCHOLOGICAL ASPECTS OF PLAY ACTIVITIES—BERTHA E. SCHLOTTER: FAMILY AND THE SUMMER TIME—MARION M. MILLER: SUMMER OPPORTUNITIES FOR WORK—SYMPOSIUM: CAMP LIVING FOR SCHOOL CHILDREN—ERNEST OSBORNE.

CHILD STUDY entered as second class matter March 8, 1926, at the Post Office at New York, N. Y., under the Act of March 3, 1879.
Copyright 1933 by Child Study Association of America, Inc., 221 West 57 St., New York, N. Y.
Eight months, October through May. Fifteen cents per copy; one dollar a year. Add twenty-five cents for all foreign subscriptions.